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INCREASING PARENTAL CONTRIBUTION TO WORK ADJUSTMENT FOR THE RETARDED. FINAL REPORT.

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THIS PROJECT WAS DESIGNED TO INCREASE PARENT PARTICIPATION IN THE VOCATIONAL REHABILITATION OF ADOLESCENT AND YOUNG ADULT MENTALLY HANDICAPPED PERSONS, TO DEVELOP METHODS OF MOTIVATING PARENTS TO PARTICIPATE, AND TO INVESTIGATE THE RELATIONSHIP BETWEEN PARENT PARTICIPATION AND THE RETARDATE'S VOCATIONAL ADJUSTMENT. DURING THE FIRST YEAR, EXPERIMENTAL AND CONTROL GROUPS OF 78 PARENTS EACH WERE SELECTED AND RANDOMLY ASSIGNED TO SUBGROUPS BASED ON THE VOCATIONAL PLACEMENT OF THEIR CHILDREN. AN EDUCATIONAL PROGRAM OF GROUP LECTURES AND DISCUSSIONS WAS PROVIDED FOR THE EXPERIMENTAL GROUP. BECAUSE OF POOR ATTENDANCE BY PARENTS DURING THE FIRST YEAR, METHODS OF MOTIVATING PARENTS TO PARTICIPATE IN THE PROGRAM WERE STUDIED. THE SECOND YEAR, 28 SETS OF LOWER SOCIOECONOMIC STATUS (SES) PARENTS WERE RANDOMLY ASSIGNED TO INCENTIVE GROUPS RECEIVING AN EDUCATIONAL PROGRAM. IN ADDITION, GROUP ONE RECEIVED A $50 BONUS, GROUP TWO CHOSE AN INCENTIVE UNDER $50 IN VALUE, GROUP THREE PARTICIPATED IN A TELEVISION DRAWING, AND GROUP FOUR RECEIVED NO INCENTIVE. GROUP FIVE RECEIVED NEITHER EDUCATION NOR INCENTIVE. AN UPPER SES GROUP RECEIVED THE EDUCATIONAL PROGRAM BUT NO INCENTIVE. THE THIRD YEAR SAMPLE WAS COMPOSED OF PARENTS OF 165 RETARDED YOUNG ADULTS ASSIGNED TO A PARENT EDUCATION MEETING GROUP, A TELEPHONE GROUP, OR A CONTROL GROUP. CLIENTS AND FAMILIES CONTINUED TO RECEIVE SERVICE FROM AGENCIES BUT THE TWO EXPERIMENTAL GROUPS WERE GIVEN THE EDUCATIONAL PROGRAM. PRE- AND POST-OBSERVER RATINGS WERE USED TO ASSESS THE WORKSHOP PARTICIPANTS AT THE BEGINNING AND END OF THE PROGRAM. RESULTS OF ALL THREE STUDIES WERE INCONCLUSIVE. PARENT PARTICIPATION IN THE EDUCATIONAL PROGRAM REMAINED POOR ALL THREE YEARS. INCENTIVE METHODS TRIED DURING THE SECOND YEAR WERE INEFFECTIVE AT INCREASING ATTENDANCE FOR THE MAJORITY OF PARENTS OF LOW SES STATUS. PARENT PARTICIPATION AND VOCATIONAL ADJUSTMENT WERE RATED DURING THE THIRD YEAR. RATARDATES WHOSE PARENTS WERE CONTACTED SIX OR MORE TIMES BY TELEPHONE GAINED IN WORK ADJUSTMENT RATINGS AND THOSE WHOSE PARENTS ATTENDED SEVEN OR MORE PARTICIPATION GROUP MEETINGS DETERIORATED IN THE RATINGS. PRE- AND POST-RATING INVOLVED THE USE OF DIFFERENT STANDARDS. THE RATING SCALES USED IN THE STUDY ARE INCLUDED IN APPENDIXES. (VO)

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FINAL REPORT

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I. INTRODUCTION.

A. Previous Research

While parent programs in the areas of individual and group counseling have been frequently involved in previous research and demonstration programs, there is little in the literature, aside from generalized statements with regard to parent participation programs for the retarded who are involved in vocational adjustment programs.

One of the few studies was that of Rankin (1) who reported on an experimental program with 11 mothers of mentally deficient individuals in which 21 sessions were conducted over a period of six months. He concluded that the difficulty which parents have in dealing effectively with the problems of mental deficiency stems from two sources: first, from the internal psychic conflicts re-activated or reinforced by the problem, and second, from the inability to find an acceptable course of action to pursue on behalf of their child. J. T. Weingold and H. P. Hormuth (2) have also reported on group counseling work with parents of retarded children and have emphasized its value. Sarason (3) emphasized the need of parents for assistance when faced with specific problems of their retarded children. As a result of his work with parents of retarded children, he concludes: "If we feel an obligation to the exceptional child, it is hard to justify the lack of feeling of obligation toward his parents."

B. The Present Problem

Studies of parent participation in educational or vocational programs are limited. Most parental studies in the field of educational rehabilitation of the retarded are limited to programs which emphasize parent counseling or group therapy. Although there are many cooperative programs utilizing parents for the purpose of providing service to their retarded children, these rarely utilize strong professional leadership. Most parent participation in programming has been restricted to planning of programs, acting as members of boards of agencies, and pressing for legislative action.

The problems presented by parents who are often emotionally involved have resulted in negative feelings on the part of professionals with regard to their potential for participation in educational or rehabilitation services for their children.

Workshop training has made it possible to prepare many retarded young people for work and to place them in jobs, but the number who lost their jobs is still substantial. The investment in the training of the individual, in finding the job, and in the follow-up process is frequently lost. It is, therefore, extremely important to discover how the cooperation and training of parents can assist them in becoming valued assistants in assuring the continuous adjustment of the child.

Demonstrating a program of this type and testing its effectiveness is of major importance in terms of its implications for vocational adjustment programs for the retarded

Parents may be potentially useful, if adequately motivated and trained, by assisting in the following areas where present programs face major staffing problems:

1. By assisting in the training programs.

2. By securing employment for their children.

3. By assisting their children in making a better adjustment on the job, once placed.

4. By keeping in close touch with the professional staff in order to obtain professional assistance when it is needed to save the job for the mentally retarded person.

It may be that, despite a substantial amount of pioneer work in the field of vocational adjustment for the retarded, and despite having attempted different techniques of improving the adjustment potentials of these retarded, not enough effort has been expended to utilize the parents as a vitally important resource, once they have been effectively motivated and trained to function as true "members of the team."

It has been found very difficult to motivate parents to participate in such programs because they have had heavy responsibilities at home and/or view themselves as having limited potential for helping their children in the rehabilitation process. However, no intensive effort has been made to obtain the cooperation of these parents and to make their participation meaningful and important.

Individual studies of retarded children have frequently indicated the great success achieved when parents of retarded children have been highly motivated. The importance of parental participation is stated in the literature, but insufficient effort has been made to date to overcome the problems of obtaining real participation and <u>active</u> assistance of parents. The goal of this study was to discover methods of obtaining such parental involvement and to test the effectiveness of this involvement.

II. PROJECT RATIONALE.

Purposes of this project were to:

1. Increase the degree to which parents of mentally retarded adolescents and young adults participate in the vocational rehabilitation process.

2. Investigate various methods of motivating parents to participate in training, placement, and job maintenance programs.

3. Investigate the relationship between increased parent participation and:

   a. Length of training period required to prepare the client for employment.

   b. Client success in obtaining a job in competitive employment.

   c. Client success in maintaining himself on a job.

   d. Client success in productive sheltered workshop employment.

   e. Client success in family and community living outside of working hours.

These purposes represented an exploratory probe in several areas in the vocational habilitation of the retarded. These purposes were conceived with the underlying motivation that this exploratory probe would provide leads for the development of a future extended, controlled research study of pertinent factors which might be related to the successful vocational habilitation of retarded young people. There is a growing interest in somehow reducing the number of non-productive retarded and the amount of money it takes to support them. The simple, underlying assumption of this project was that perhaps family members who are closest to these young people may be (a) able to help, or (b) guided to a position where they might help these young people.

The proposal for the present project mentioned that a number of attempts have been made to help parents of retarded by giving them special services, such as counseling, which probably are not highly correlated with the ongoing process of habilitating handicapped children. Parent participation in programming for the retarded has, in the main, been relatively effective in planning programs and setting up agencies or committees in which they presumably played an active role. Considerable legislative pressure has also been brought to bear by organized groups of parents.

Little real contact in the process of helping the child become more able has been noted in the literature. Many writers have concluded that the attitudes and feelings held by parents preclude any effective parent participation in the rehabilitation process. Workshop training has made it possible to prepare a large number of retarded young people to take an active role in community economic activities.

This project attempted to find a means of involving parents in planning and developmental activities which are part of the habilitation of the retarded, in hopes that a more lasting and successful outcome would result. In effect, it was hoped that by increasing parent participation, these rehabilitation programs could be made more economical

and more effective than they have been in the past by speeding the progress of the retarded and by making their progress a more integral part of parents' and families' conceptual scheme.

III. PROJECT OVERVIEW.

The present study was carried on over a three-year period, 1962 through 1965. The program was initiated in the first year with retarded adolescents receiving services from the United Association for Retarded Children, Inc. in Milwaukee. A special educational program was provided for an experimental group of parents. This included parental education meetings and groups, home visits to parents, and meetings with parents within the workshop. As a result of the first year's experience, a modified design was followed in the second year which focused on the problems of motivating parents for participation. This was done with lower socio-economic families in a variety of groups where different levels of material incentives were offered for continued cooperation and attendance.

In the third year, continued difficulties with gaining parents' participation and active cooperation resulted in a concentration on two leads which had emerged: (1) that allowing economically deprived parents to individually select a material reward following sustained participation was an effective method of motivating such participation, and (2) that continued and frequent telephone contacts with the parents were effective in eliciting their participation, and that these contacts were helpful in facilitating the client's vocational adjustment.

IV. FIRST YEAR OF THE PROJECT.

A. Sample

An experimental group of 78 retarded young people was selected on a random basis from the population of retarded clients served by the United Association for Retarded Children, Inc. These clients came from public and private schools, local institutions charged with the care of orphans or children from broken homes, and private homes. This group was subdivided into three classifications:

1. A sub-group of 20 clients placed on jobs in the Milwaukee labor market within the previous four months.

2. A sub-group of 37 clients who were currently in sheltered work training programs and rated as having high placement potential.

3. A sub-group of 21 clients who had finished training and had been evaluated as having little immediate placement potential. This sub-group was referred to as the Extended Development Program (EDP).

Summary data on the experimental group is presented in Table 1.

A control group was selected on a random basis from the same population as above and was divided into the same sub-groups (see Table 1). This control group, while receiving services in the workshop programs, was not given the special programming described below.

The clients in both the experimental and control groups ranged in age from 16 to 50 years.

Table 1.

Distribution of the Experimental and Control Groups

	Experimental		Control		Total
	M	F	M	F	
Placement	14	6	17	6	45
Training	25	12	21	7	65
Extended Development	15	6	27	2	50
Total	54	24	65	15	158
	(78)		(80)		

B. Programs

1. An educational program was provided for parents in the experimental group. This program consisted of a number of special orientation lectures and meetings held at the workshop. The purpose of these lectures was to acquaint the parents with the nature of the conditions which were handicapping their children. These lectures were presented at a level comprehensible to people who have had no professional educational background. Table 2 indicates the number of parents out of the experimental group of 78 who attended the lectures on the various topics.

Table 2.

Parent Lecture Topics and Attendance

Topic	Number Attending
Placement Problems	7
Emotional Adjustment	13
Physical Handicaps	14
Mental Retardation	16
Parental Influence	11
Sheltered Workshop	14

2. In addition, the following types of programs were undertaken for parents in the experimental group:

   a. Families in the recently placed sub-group were regularly visited in their own homes to obtain their cooperation in helping clients who had recently been placed on jobs. Visits were made to the homes of the "high potential for placement" sub-group to see if parents would take steps to assist in finding suitable jobs for their children. These visits were made by a trained psychologist who tried to make each individual parent better aware of the specific job needs of his son or daughter. Reaction to this technique was mixed. While some parents welcomed this gesture and did all they could to cooperate, others offered little more than lip service agreement to help. A few were totally hostile.

   b. Efforts were made to organize a group program for parents of young people in the workshop program. These efforts were not totally successful. Many fathers found themselves unable to attend daytime meetings and failed to attend those scheduled in the evening. Various combinations of daytime and evening meetings were tried, but those scheduled as group sessions were only sparsely attended.

      The summary of attendance at group meetings is presented in Table 3.

Table 3.

Participation in Parent Group Meetings

	Invitations Sent		Parents Attending	Topic
1.	80	(Evening)	7	General introduction
2.	7	(Evening)	5	General introduction
3.	73	(Afternoon)	2	General introduction
4.	58	(Evening) Placement	3	Methods of helping to place clients
5.	63	(Evening) Potluck Supper	41	Parental involvement and attitudes
6.	12	(Afternoon)	5	In-shop particpaton on half-day per week basis

The most successful group meeting was the "potluck supper." The attendance was gratifying and so was the enthusiasm expressed by the participating parents. It is interesting to note that, at this affair, entire families were invited. It may well be that the concept of total family involvement and attendance is a key one which should be more thoroughly explored.

c. An additional program was presented to the group with the following objectives:

(1) Information and suggestions regarding what the parents could do to cooperate in the program were provided through three specific sources. First, supervisors were instructed to make known to the clients some of the objectives towards which programming is directed. These objectives were derived from both empirical and subjective evaluations. The empirical evaluations were made by means of the Worker Rating Index. This index, designed to measure individual client's Vocational Role Behavior, is described in a later section of this report. It is designed to detect various vocational strengths and weaknesses so as to give the supervisory staff a clear understanding of what direction should be taken with specific clients. Data from the Worker Rating Index, properly interpreted, was passed on to the parents so that they, too, were aware of their youngster's needs and aptitudes.

Second, in much the same way, a parent form of the Worker Rating Index was also developed. This was intended to measure the same kinds of behavior as were measured by the Workshop form, but in this case, as they are related to the clients' adjustment in the home. The interpretation of data in this form enabled the counseling staff to have a better idea of what direction the client may have to move in order to be a more capable person in the home situation. Twenty-eight families participated fully. Third, shop supervisors as well as counselors met with parents at intervals in order to discuss these guide posts.

(2) Efforts were made to teach parents how to improve specific kinds of behavior both in and away from home. Methods of giving recommendations for improvement were developed. It was mentioned above that data based upon the Worker Rating Index were interpreted to parents at regular intervals. If improvement occurred in one or more areas, suggestions were made to the parents regarding ways in which they could make the young person aware of his improvement. Parents were encouraged to reward such reported improvement. Parents were also given help in encouraging their youngsters to develop skills which are not related directly to work, but which may have an indirect, positive influence on later vocational adjustment. Much attention was given to better grooming, to self-help in as many domestic areas as possible, and to positive contributions through daily household routines, such as dishwashing and vacuuming. The parents were urged to

help their offspring become more responsible, not only in the performance of routine duties in the home, but also with respect to personal-social obligations to siblings and friends.

(3) Parents were encouraged to discuss future plans with their offspring. Adequate orientation for such discussions came about both through the parents' experiences in the workshop and their contacts with vocational counselors who visited the home. A major effort was directed to having the parents aid in helping the client adjust to a new job. The parent was told in some detail of the job requirements, so that he could discuss these with some insight as problems arose.

(4) Several efforts were made to involve the parents directly in the workshop. Supervisors indicated clients who were having serious problems with one or more areas of work adjustment. The parent was contacted and the nature of the problem described to him. The parent then was invited to come to the workshop for one or more half-days a week. Before the parents' first session in the shop, they met personally with the supervisor who explained the nature of the problem and the plans which had been developed to try to overcome it. Armed with this information, the parent entered the workshop and worked closely with his offspring. In some instances, the parent was given an opportunity to work with another youngster who did not have the same problem as his own child. This experience was intended to give additional preparation for working with a particular adjustment problem related to vocational role behavior. Nineteen parents participated.

(5) Parents were requested to report any comments made by clients who had been placed successfully on a job. These reports served two purposes: first, they enabled the agency to have a better understanding of the client's progress on the job; second, they allowed the agency to make suggestions to the parent regarding what he might do to enhance the client's chances of making a successful adjustment.

C. Project Method - Description of Instruments

To assist in understanding both the parents and their children, a number of instruments were employed. The purpose of their use was to provide data which could be used to clarify or amplify reactions of parents and clients. Copies of these forms are included among the appendices.

1. Client History Data Sheet

This form was developed in order to make a determination of a number of specific characteristics about the individual clients and their families. The emphasis of this form was placed, principally, upon vocational experiences and the

relationship the parents may have had relating to these experiences. In addition, this instrument was designed to tap the degree to which parents made an effort to help their children keep jobs, once they had been obtained.

2. Worker Rating Index

The Worker Rating Index was devised by Dr. Thomas F. Linde. It was devised to get at a number of traits which were deemed to be particularly pertinent to vocational role behavior. This index was prepared in two forms, one to be used by workshop supervisors, and the other to be used by parents. The areas measured by both forms were presumably comparable. In general, these areas could be described as follows: attendance, perseverance, work speed, work quality, co-worker relationship, supervisor relationship, neatness and transfer. Although these areas were arbitrarily chosen, experience of the United Association for Retarded Children, Inc. indicated that they are correlated with success as a worker, both in sheltered workshop and community jobs.

3. Modified O-Sort

This instrument, developed by the workshop staff, appears to be quite sensitive to changes in parental attitudes. This instrument is quite flexible with regard to measuring attitudes towards relatively diverse situations and the problems in the family-child relationship. It has the advantage of being modified easily so as to obtain sibling and/or neighborhood attitudes towards important aspects of the handicapped client's problems.

4. Parental Attitude Survey

This instrument (Pumroy, 1960) was devised at the University of Maryland and is again intended to provide an understanding of the attitudes of parents toward their handicapped children. Since, in America, a good number of child-rearing attitudes are deeply rooted within the personality structure and dynamics of the parents, it was the feeling of the author of this test that parental fear and mistrust of professionals must be overcome in order to get at the real heart of their attitudes toward their children. In addition, the author attempted to minimize the number of questions which could be answered from the perspective of social desirability.

5. Adjective Check List

This instrument was devised by Worchel (1961). Like the other instruments described above, it is an attempt to arrive at a quick and easy understanding of some of the ways parents see their children. This check list is relatively short and

was included in the battery because it was felt that it would provide the staff with a simple, possibly non-threatening way of gaining a better understanding of the retarded clients.

6. Child Complaint Form

This form, devised by Dr. Ray H. Barsch, is aimed at some of the common problems which parents may perceive in their offspring. This simple check list gives the parent an opportunity to mark which problems he may have encountered in rearing his offspring.

7. Questionnaire on Household Activities

This form was devised by Charles L. Baugh (1958). It is intended to provide pertinent data regarding the person's background environment. Areas measured were related to home ownership, wage earner's occupation, and various routines at home.

V. SECOND YEAR OF THE PROJECT.

The second year of the project, as pointed out, saw a modification of the design followed during the first year. The revision of the design was based on the experiences of the project's first year, particularly in terms of the difficulties encountered in enlisting participation for a majority of parents. The altered design focused on a study of various methods of motivating parents to participate in the rehabilitation process.

Prior to the selection of subjects for the second year of the project, the socio-economic status of the families of the retardates in the training programs of the United Association for Retarded Children, Inc. in the month of September, 1963 was determined. It was found that 28 sets of parents fell within the lower socio-economic stratum; six sets within the upper. On the basis of this distribution, it was decided to concentrate project activity on parents who were of low socio-economic status.

Sets of parents were randomly assigned to one of five incentive groups (A through F described below). The upper socio-economic level parents were treated as a sixth group for contrast purposes. Each group was to meet on a monthly basis for a twelve-month period.

Group A received parent education. The incentive was a bonus payable to the client in the amount of $50.00 at the end of the twelve-month period.

Group B parents received parent education. The incentive for this group was a preferred prize chosen from a list of various prizes not to exceed $50.00 in value.

Group C parents received parent education and an opportunity for chance drawing for a television set.

Group D parents received parent education, but were not given any incentive, and, as such, represent a control group.

Group E received neither parent education nor an incentive and, as such, represented a further control group.

Group F was a contrast group made up of upper socio-economic level parents. This group received parent education, but no incentive.

The records of attendance, ratings of each client made by both his supervisor and an independent observer, and a Parent Attitude-Perception Scale were used to evaluate the effectiveness of parent education in facilitating the retardate's adjustment and the effectiveness of the various incentives in eliciting parent participation.

Stated simply and frankly, none of the incentive conditions employed were effective in securing attendance and participation in the 'education' meetings for the majority of parents who were of low socio-economic background.

VI. THIRD YEAR OF THE PROJECT.

A. Purpose

In frank recognition of the difficulties encountered in eliciting active cooperation and participation during the first two years, particularly, from economically deprived parents, and the extreme importance of such cooperation to rehabilitation agencies, the project in the third year attempted to apply, on a broad scale, the two most promising leads which had emerged from the experience of the first two years of operation. These were: (1) that allowing economically deprived parents an opportunity to individually select an incentive which they would be awarded only following sustained, regular participation would be an effective method of securing their cooperation; (2) that regular, frequent telephone contacts may actually be more effective in eliciting participation than invitations to attend group meetings, and that these contacts may be as helpful in facilitating the clients' vocational adjustment as attendance at group meetings.

B. Design

The original design called for a total population of 240 subjects (Ss) to include clients not only from the United Association for Retarded Children, Inc., but added groups from Curative Workshop and Goodwill Industries. The high attrition rate which plagued the entire third year began taking effect even between the time of assignment of the Ss to groups and the procurement of premeasures on the subjects. Furthermore, the number of DVR-MR referrals to

United Association for Retarded Children, Inc. during the proposed project period was below expectancies. These problems appeared to be a function of rapidly changing economical conditions which have brought about fuller employment of retarded and reduced referrals, factors which could not have been predicted in advance.

Parents, or substitute parents, of 165 DVR-mentally retarded clients were randomly assigned to parent education meeting groups, telephone groups, or to control groups. In addition, parents who refused to participate in group meetings were allowed to accept telephone contact: (data, of course, kept separate from the regular telephone contact group). Some parents refused any contact. Children of the parents in these categories comprised sub-groups described below under Groups.

Client eligibility for the project was as follows: (1) DVR-MR, (2) IQ not exceeding 85, (3) between the ages of 16 and 30 years, and (4) living at home with parents or foster parents. The clients were mostly receiving service from the United Association for Retarded Children, Inc., but some groups were incorporated from Curative Workshop and Goodwill Industries in Milwaukee where they were also being serviced. All clients and/or their families continued to receive their ongoing service from the agencies mentioned, but the experimental groups (parent education and telephone) were afforded the extra involvement of participation described below under Groups.

The clients in each group were pre- and post-rated on scales measuring speed and proficiency of work, regularity of work attendance, grooming and relations with others. Also, measures of the dynamics of the experimental parent education groups were made for analysis. Descriptions of these scales will be found below under Instruments, and copies are presented in the Appendices.

C. Groups

Parent education groups: Parents were randomly assigned to one of three discussion groups. The discussions in each group meeting focused on the problems which the clients in a particular group were currently presenting to the agency serving them or their parents. The parent educator attempted to steer discussion toward the methods of solving the particular problem presented. Many of these problems were, of course, common to both the home and the agency. Factual information was given the parents as to the standing of the clients in the training programs. Following placement of the client, parents were encouraged to keep the parent educator informed of the client's progress.

The incentive offered to each of the three parent education groups was twenty dollars each for regular attendance.

a. Group one was comprised of parents with at least some high school education.

b. Group two had the same background as the first group.

c. Group three happened to differ from the first two in that it was composed of seven white families, three Negro families and one Puerto Rican family. In this group, none of the parents' education had exceeded the eighth grade, and in most cases, because of separation or death of the father, the mother headed the household.

Telephone Groups: In these five groups, parents were contacted by phone twice a month for four months.

a. In the first telephone group, conversations began with twelve families participating and finished with eleven. They were families of children receiving service in the United Association for Retarded Children's workshop programs.

b. Members of the second group were associated with Curative Workshop. The program began with the parents of nine clients participating and finished with eight families.

c. The third group was made up of seven families of clients at Goodwill Industries.

d. The fourth group consisted of families at Curative Workshop. Seven families were involved.

e. The fifth group was from the United Association for Retarded Children's workshops and involved eleven families. This group was discontinued because other research projects were serving the families.

Telephone Groups (Parent Education Groups Refused): The parents in these groups were made up of those who had refused to participate in the parent education groups, but who, nevertheless, agreed to contact by telephone.

a. A group of twelve such parents from the United Association for Retarded Children workshop began the telephone program, and eight accepted calls through the four months of the telephone sessions.

b. Another such group of nine families had children being served by Goodwill Industries.

Control Groups: These groups received the regular services offered by their agencies, but unlike the experimental groups, no attempt was made to involve the families beyond the families' own initiative or the agency's usual contact with them.

a. This group originally had fourteen clients rated on the pre-measures at the United Association for Retarded Children workshop.

b. Ten clients at Goodwill Industries were originally rated.

c. Six clients at Goodwill were rated.

d. Nine clients at the United Association for Retarded Children workshop were rated.

e. Eight clients at Curative Workshop were rated.

Refusal Groups:

a. The first refusal group included nine clients from the United Association for Retarded Children workshop programs whose families refused inclusion in the parent education and/or telephone groups.

b. The second refusal group was composed of six clients whose families originally agreed to cooperate in either the parent education groups or telephone groups, but subsequently refused.

D. Instruments

1. The Independent Rater's Index:

Copies of this form and the rating scale key for this form are found in the index. It was the primary instrument used to gain measures of work proficiency and speed, regularity of work attendance, grooming and relations with others. Pre- and post-measures on the various categories were taken and gain scores used in the analysis. Original plans called for ratings of the clients by their work supervisors in the sheltered workshop programs along with two independent raters from the professional staff at the workshop. The pre-ratings taken by the supervisors proved, even after attempts at further training, to be much too unreliable for inclusion in the analysis. The reliability obtained between the two independent pre-trained project staff raters, however, was considered to be quite satisfactory. Attempts were made to have all subjects rated five times on the scale on different days for both the pre- and post-measures. This was not always possible due to many reasons (mainly, absence), but for the most part, rating was done according to plan. Roughly, sixty percent of the subjects had five pre- and post-ratings; eighty-five percent, three or more; ninety-eight percent, two or more. Ratings of 1 (satisfactory), 2 (undecided), and 3 (unsatisfactory) were made on the following categories: grooming, punctuality, notification of delay, relationship to supervisor, relationship to co-workers, general conduct during the day, attitude toward self, follows instructions, works steadily, quality of work compared to co-workers, quality of work required in business setting, quantity of work compared to co-workers, and quantity of work required in business setting.

2. The Parent Education Data Collection Sheet

This sheet, completed for all subjects, included normative data (age, IQ, education, parental information, employment history, summaries of the Independent Rater's Index and, where applicable, summaries of their parents' participation in the Parent Education Groups or Telephone Groups). A copy of this sheet is also in the index.

3. Observer's Record Sheet (Parent Education Groups)

A copy is included in the appendix along with the observer's key. At each of the Parent Education meetings, a professional staff member of the project was present and tallied the number of occurrences of each category of communication. The scale will be further discussed under Results.

4. Telephone Contact Rating

This rating key contains communication categories used for the telephone workers. A copy is included in the appendix.

5. Materials for the Parent Education Group Meetings

For purposes of information and group direction, a questionnaire was completed by the parent education groups (see appendix). At the end of the eight parent meetings, a questionnaire asking for impressions of the meetings and program was administered. In the interests of directing the meetings toward the stated goals, a Health Chart and a Good Grooming Chart were given to the parents for their children's use. Information on possible leisure time activities in the Milwaukee area was also given to them.

VII. RESULTS OF THE PROJECT.

A. First Two Years

Each of the parent groups formed at the beginning of the project was composed of six families. Each group meeting lasted for at least two hours. One of four topics--personal adjustment, speed and proficiency, grooming or attendance--was selected for discussion at the meeting. Although a restricted topic was specified for each meeting, discussion frequently turned to the multiplicity of problems which the respective families were having with the clients and to the parents' own feelings in relation to their retarded sons or daughters. Frequently, parents gave support and encouragement to each other and introduced one another to methods and techniques which might help them deal with their retardate. At some meetings, when appropriate, the parent educator gave post cards to the parents containing suggestions which could be implemented at home. Parents later returned the cards to the parent educator and indicated their success or failure in implementing the suggestions.

When parents were unable or simply failed to attend meetings, the parent educator telephoned them a day or two later. At that time, the parent educator discussed with the parent those matters which had been discussed at the meeting. In addition to the telephone contacts, some parents were contacted in their homes.

One index of the value of the motivational techniques employed in the project is the attendance of the parents at the monthly meetings. Table 1 presents the percentage of family attendance for each group over the seven-month treatment period. It can be seen from the table that the average attendance of two experimental groups (A and B) of low socio-economic parents was only four percentage points different from that for the high socio-economic group.

It can also be seen that although the average attendance figure for Group A was relatively high, after the fourth meeting of the group, their attendance at group meetings declined quite rapidly with the group ceasing to exist after the sixth monthly meeting.

One might assume, therefore, with respect to attendance that the most effective incentive for maintaining long-term participation is that of a self-chosen reward for participating in group meetings. In fact, it would seem that allowing lower socio-economic parents to choose their own reward has the effect of raising their motivation to participate (via extrinsic incentives) to a degree comparable to that of higher socio-economic group parents who apparently have a high degree of intrinsic motivation.

TABLE I.

Group		Meeting							Average
		1	2	3	4	5	6	7	
A	Low socio-economic group: Parent education: $50 bonus payable to client at end of period	66	88	77	77	66	33	0	58
B	Low socio-economic group: parent education; parents chose an incentive from a list of objects, none of which exceeded $50 in value.	77	66	33	66	33	66	66	58
C	Low socio-economic group: parent education; parents received opportunity for a TV set.	33	66	50	33	50	33	16	40
D	Low socio-economic group: parent education; no incentive.	33	33	0	18	33	0	18	19
F	Upper socio-economic group; parent education; no incentive.	80	60	80	80	40	0	100	62

The second index of the degree and effect of parental participation can be inferred from the number of clients who exhibited an improved adjustment in relations with co-workers within the shop, in speed and proficiency of output, in grooming, and in work attendance. Each client was rated, periodically, by both a research assistant and the client's supervisor. Table II presents the percentage of clients in each group who improved or regressed, according to these ratings.

TABLE II.

Percentage Clients in Each Group who Improved or Regressed in the Areas of Adjustment, Proficiency, Speed, Grooming, and Attendance.

Group	Improved	Regressed
A	75	25
B	50	50
C	50	50
D	70	30
E	20	70
F	100	0

As can be seen from the table, groups who were working for a $50.00 bonus for their children (Group A), receiving only parent education (Group D), or who were from the upper socio-economic group (Group F), showed a higher percentage of clients rated as improved than clients rated as regressed. By contrast, the control group with no parent education (Group E) showed a higher percentage of regression than improvement. The groups who were working for individually chosen incentives (Group B), or for tickets for a chance drawing on a TV set (Group C), showed a chance (50%-50%) breakdown in ratings of client improvement and regression.

Prior to the first meeting, the parents in each group were administered the Parent Attitude-Perception Survey. They were re-tested one week later in order to determine test-retest reliability (r - .70). At the fourth meeting of each group, parents were re-administered the survey. The mean score for each group on both the pre-test and the four-month post-test are presented in Table III. Because the groups were disbanded after the seventh month, the test was not administered again.

TABLE III.

	Test	
Group	Pre	Post
A	355.00	363.28
B	353.70	349.66
C	352.40	329.16
D	338.75	335.75
E	343.12	334.75
F	342.88	336.71

B. Third Year

1. Attrition Rate:

Table 1 summarizes the attrition of the various groups over the periods of the study. Of the 165 clients originally rated, only 80 were post-rated; 41 of the subjects obtained job placements prior to completion of the post-rating period, and 44 dropped out for other reasons which included voluntary withdrawal from the program, hospitalization and sickness, telephones disconnected, suspensions from the program, commitment as a juvenile delinquent, incomplete ratings in a few cases, etc.

Since this attrition rate is so severe, a closer analysis of the nature of the groups that were post-rated and those who were not is also summarized in Table 1. Generally, the following statements and conjectures can be made:

a. The ages of those completing the ratings over the various four-month periods did not differ significantly ($\bar{X}$ continued = 240.0 months; $\bar{X}$ discontinued = 233.6, t = .26); however, the variances were extremely heterogeneous (F = 3.04, P less than .005). The group that discontinued for all reasons was three times more homogeneous in age than the group that continued. That part of the group which discontinued for employment placement was signfiicantly older than the group which discontinued for other reasons ($\bar{X}$ Jobs = 243.4 months, $\bar{X}$ Other = 208.7; t = 3.48, P less than .005). This last fact can easily be attributed to wider employment opportunities for those over 18 years. There were no differences in variance between the groups which discontinued for jobs or for other reasons (F = 1.06).

b. Analyzing the attrition rate in terms of IQ, the total group that discontinued for all reasons tended, but not significantly, to be of higher IQ than the post-rated group ($\bar{X}$'s 68.9 and 65.4). Oddly, those discontinued for job placements tended, not significantly, to be of lower measured IQ than those continued for other reasons ($\bar{X}$'s 67.7 and 71.1). The total discontinued group again was, as in age, more homogeneous in IQ than the group which received post-ratings (F = 1.65, P less than .05).

c. No differences on the pre-ratings on the independent Rater's Index between the discontinued group and those also receiving post-ratings were evident from any analysis.

It then appears that those who dropped out of rating programs must be seen as two different groups; those who dropped out for employment purposes who were older and of the same measured IQ than those who were post-rated and those who dropped out for other reasons who were considerably younger, but of higher IQ than those post-rated and

TABLE I

ATTRITION ANALYSIS

	Parent Education Groups			Telephone Groups					Telephone Groups-Parents Education Refused		Control Groups							Σ
	1	2	3	1	2	3	4	5	1	2	1	2	3	4	5	1	2	
No. Clients orig. rated	15	11	11	12	10	7	6	11	11	9	14	10	6	9	8	9	6	165
No. Clients finally rated	7	2	6	7	1	3	0	8	5	6	8	7	4	5	7	0	4	80
No. Clients not finally rated because of job placement	4	8	0	4	5	1	0	0	5	1	4	2	0	2	0	4	1	41
No. Clients not finally rated for other reasons	4	1	5	1	4	3	6	3	1	2	2	1	2	2	1	5	1	44
Percent of orig. No. with job placement	27%	73%	0%	33%	50%	14%	0%	0%	45%	11%	29%	20%	0%	22%	0%	44%	17%	25%

	AGES (MOS.)	STATISTICS
1.	Total Group	$\bar{X}$ = 237.4 s^2= 2251
2.	Group Finally Rated	$\bar{X}$ = 240.0 s^2= 3116
3.	Group Discont.	$\bar{X}$= 233.6 s^2= 1024
A.	Disc.- Job Placement	$\bar{X}$ = 243.4 s^2= 1027
B.	Disc.-Other Reasons	$\bar{X}$ = 208.7 s^2= 1089

	IQ	STATISTICS
1.	Total Group	$\bar{X}$ = 66.9 s^2= 103.3
2.	Group Finally Rated	$\bar{X}$ = 65.4 s^2= 122.2
3.	Group Discont.	$\bar{X}$ = 68.9 s^2= 73.9
A.	Disc.-Job Placement	$\bar{X}$ = 67.7 s^2= 74.7
B.	Disc.- Other Reasons	$\bar{X}$ = 71.1 s^2= 68.6

those dropping out for employment. Interpretation is difficult. It, certainly, cannot be said that the group discontinued on grounds of uncooperativeness has run the gamut of local resources (being younger), or that they are more handicapped (averaging higher IQ's).

It must be kept in mind, however, that in considering the differences of the post- and pre-ratings of the continued group, this group is made up of the middle age range and the middle and lower IQ ranges of the original populations assigned.

2. The Independent Rater's Scale

Table II summarizes the results of the gain (or loss) scores on the Independent Rater's Scale. These scores are represented on a group average gain or loss of ratings on the three-point scale. Table III shows the number of individuals within each group who gained (+), remained the same (0), or lost (-) on their ratings for each category, respectively.

The data reveal no significant results or trends. It is possible that three factors entered into this result:

a. The extreme attrition rate already discussed. The nature of the groups that were left to be post-rated may have been one that was crystallized in the social, work, and personal habits of both the clients and the adaptations of the parents to these habits.

b. The three-point Independent Rater's Scale (1, satisfactory; 2, undecided; and 3, unsatisfactory) may not have been sensitive enough to discriminate more subtle gains or losses. Also, the preponderance of unchanged categories shown in Table III was highly contributed to by satisfactory pre-ratings and satisfactory post-ratings in all categories except work habits. The averages of all the pre-ratings would ideally have been in the middle range of a scale allowing the possibility of gain and loss scores after the post-ratings.

c. There remains, of course, the strong possibility that strong changes cannot be detected after only a four-month period. While the group sessions and telephone contacts may have had positive influences upon the parents, the implementation of such parental education might well be expected to be more long range in effect.

3. The Parent Education Meetings

a. Attendance:

These three groups met from October, 1964 through February, 1965. Attendance at times was hampered by the inclement Wisconsin winter weather. The attendance is summarized

TABLE II

The average gain scores for individuals within each group. Cell entries represent pre-ratings minus post ratings averaged over the number of subjects in each group.

	Par. Education Groups			Telephone Groups					Tel-PE Refused	
	1.	2.	3.	1.	2.	3.	4.	5.	1.	2.
A. Grooming	-.259	-.085	-.160	.186	.000	.153	*	.300	.694	.000
B. Punctuality	.000	*	*	.000	.000	.333	*	.431	-.080	.000
C. Notification of Delay	.000	*	*	.000	.000	.333	*	-.553	-.080	.000
E. Relationship with Others	.049	.000	.078	-.386	-.400	.000	*	-.075	.040	-.100
F. Pers. Behav.: temper control, courtesy	-.193	.000	-.100	-.171	-.400	.000	*	-.288	.040	-.133
G. Self-confidence	.129	.000	-.100	-.300	.600	-.800	*	-.249	.260	-.167
H. Follows directions	-.307	.000	-.050	-.367	.200	.000	*	.025	.000	.050
I. Work Proficiency and Speed	-.660	.320	-.363	.089	-.360	-.213	*	.350	.078	.095
Number Rated	7	2	6	7	1	3	0	8	5	6

Continued on next page

TABLE II (CONTINUED)

	Control Groups					Refusal Groups	
	1	2	3	4	5	1	2
A. Grooming	.458	-.031	.000	-.337	.000	.000	-.135
B. Punctuality	-.188	-.143	-.050	.000	.000	.000	.038
C. Notification of Delay	-.143	-.143	*	*	.000	.000	.000
E. Relationship with Others	.041	.143	-.050	-.137	.030	.000	.450
F. Pers. Behav.: temper control, courtesy	-.183	-.200	-.050	-.100	.000	.000	.088
G. Self-confidence	-.033	-.057	.100	-.150	.000	.000	.100
H. Follows Directions	-.145	-.229	-.050	.000	.000	.000	.075
I. Work proficiency and Speed	.065	-.120	-.010	-.360	-.010	.000	-.135
Number Rated	8	7	4	5	8	9	6

TABLE III

	Parent Education Groups																															
	1			2			3			Σ			Telephone Groups 1			2			3			4			5			Σ					
-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-
A. Grooming	0	3	4	0	1	1	1	1	4	1	5	9	4	3	0	0	1	0	0	3	0	-	-	-	0	6	2	4	13	2			
B. Punctual	0	1	0	0	0	0	0	0	0	0	1	0	0	7	0	0	1	0	2	1	0	-	-	-	2	3	3	4	12	3			
C. Not. Delay	0	1	0	0	0	0	0	0	0	0	1	0	0	7	0	0	1	0	2	1	0	-	-	-	0	1	2	2	10	2			
E. Rel. w/Others	1	3	3	0	2	0	1	4	1	2	9	4	1	4	2	0	0	1	0	3	0	-	-	-	1	6	1	2	13	4			
F. Pers. Behav.	1	3	3	o	2	0	1	4	1	2	9	4	1	4	2	0	0	1	0	3	0	-	-	-	1	6	1	2	13	4			
G. Self-confidence	3	2	2	0	2	0	1	3	2	4	7	4	2	2	3	1	0	0	0	2	1	-	-	-	2	1	5	5	5	9			
H. Foll. Direct.	1	2	4	0	2	0	0	4	2	1	8	6	1	3	3	1	0	0	0	3	0	-	-	-	4	2	2	6	8	5			
I. Work Habits	1	0	6	0	0	1	1	0	5	2	0	12	5	0	1	0	0	1	1	0	2	-	-	-	5	2	1	11	2	5			

	Telephon-PE Refused									Control Groups															Refusal Groups					
	1			2			Σ			1			2			3			4			5			Σ			1			2		
A. Grooming	4	1	0	0	6	0	4	7	0	5	3	0	1	5	1	0	4	0	0	3	2	0	7	0	6	22	3	-	-	-	0	4	0
B. Punctual	0	4	1	0	6	0	0	10	0	1	3	4	0	6	1	0	3	1	0	5	0	0	7	0	1	24	6	-	-	-	1	3	0
C. Not. Delay	0	4	1	0	6	0	0	10	1	0	5	2	0	6	1	-	-	-	-	-	-	0	3	0	0	14	3	-	-	-	0	1	0
E. Rel. w/Others	1	4	0	1	4	1	2	8	1	4	2	2	2	3	1	0	3	1	1	2	1	4	2	1	1	12	6	-	-	-	1	3	0
F. Pers. Behav.	2	2	1	0	4	2	2	6	3	3	2	3	1	3	3	0	3	1	0	4	1	0	7	0	4	19	8	-	-	-	1	3	0
G. Self-confidence	3	2	0	1	4	1	4	6	1	5	0	3	1	4	2	1	3	0	0	4	1	0	7	0	7	18	6	-	-	-	1	3	0
H. Foll. Direct.	1	3	1	2	3	1	3	6	2	3	1	4	1	4	2	0	3	1	1	3	1	0	7	0	5	18	8	-	-	-	2	1	1
I. Work Habits	3	0	2	1	2	3	4	2	5	5	0	3	1	3	3	1	2	1	1	2	2	1	5	1	9	12	10	-	-	-	3	0	1

in Table IV. Group #1 might be stated to have had better than the 60% attendance since the percent is based on all families who agreed to participate before any meeting. Group #1 had two families who never attended any meeting, and it was the only group to have any families in zero attendance. Group #2 was the most "clique-ish" having five families attending more than four sessions. Group #3 appears to be the most heterogeneous in attendance from meeting to meeting.

TABLES IV and IVa

		Orig. No. of Families	Meetings and Families Represented 1	2	3	4	5	6	7	8	Totals	%
Groups	1.	15	11	12	10	8	9	6	7	9	72	60
	2.	14	7	8	8	8	6	7	6	6	56	50
	3.	11	6	8	5	5	6	5	6	7	48	55

		Times of Attendance 0	1	2	3	4	5	6	7	8
Groups	1.	2	2	1	0	0	1	3	3	3
	2.	0	1	1	2	0	0	0	1	5
	3.	0	1	3	1	1	1	1	1	2

No. of Times Familes were Represented of a Given Child over all Eight Meetings.

b. Climate of the Meeting:

Results of the Observer's Record Sheet are tabulated in Table V. A copy of this sheet and an Observer's Key for it are contained in the appendix. After the eighth meeting, questionnaires were given the parents asking for their impressions of the eight meetings. In Group 1, only two families responded (attributed to the fact that they took the questionnaires home so as to have more time in filling them out, but then did not return them even after urging). One parent responded positively and one negatively. Of the second group, seven parents responded and all positively. They stated that the group meetings helped them in their understanding and, therefore, the child, mainly through an increase in understanding and communication. Seven parents from the third group responded. Sixteen families felt that they would be interested in attending future meetings with other groups on a monthly basis. The one negative reply indicated that the meetings were helpful "only in the sense of instilling future hope in the possibility that something may some day present itself for the retarded adult." This statement lends some insight into the nature of the present research populations. The adolescent and young adult

retardates, who were living at home at the time of the study, may have crystallized in their daily adaptations and the attitudes and adaptations of their parents are also deep-seated. The discussions at the group meetings lend insight into the parents' perceptions of their problems and reveal some of the major problems in effecting major parent involvement in the rehabilitation process. Summaries of these group sessions are presented below.

TABLE V.

KEY

1. Initiates new topic or starts group action.
2. Asks questions, advice or opinion of leader.
3. Asks questions, advice or opinion of others.
4. Answers questions raised by leader.
5. Answers questions raised by other participants.
6. Gives advice to other participants.
7. Blocks.
8. States something client can do adequately or well.
9. States something client cannot do adequately.
10. Expresses positive feeling toward client.
11. Expresses negative feeling toward client.
12. States opinion to leader or other participants.

Rating Key for the Group Observer.

TABLE V (CONTINUED)

Key	Group 1								Group 2							
1.	12	1	6	7	6	8	18	14	2	3	5	9	9	4	1	4
2.	18	1	4	3	1	9	21	19	1	2	4	9	5	3	11	17
3.	0	1	3	1	7	3	5	6	7	1	9	10	8	5	22	14
4.	11	14	6	7	5	12	17	13	1	26	10	11	27	23	45	39
5.	0	5	9	10	4	12	22	18	8	1	6	16	9	2	24	16
6.	4	9	3	14	5	7	28	22	0	10	7	12	12	5	27	11
7.	0	0	0	0	0	0	0	0	0	1	0	3	3	0	0	0
8.	4	17	4	5	4	7	10	6	1	7	7	6	8	7	12	8
9.	2	9	3	1	3	3	0	2	6	8	12	10	14	14	5	3
10.	1	2	1	5	1	3	5	3	1	4	4	4	3	5	7	11
11.	1	2	3	2	2	1	1	2	12	0	4	8	6	4	3	0
12.	12	5	11	23	16	20	36	21	6	3	18	19	20	10	43	61

Key	Group 3							
1.	3	2	5	4	3	5	8	4
2.	9	2	1	4	1	10	6	5
3.	1	1	9	2	9	12	11	2
4.	4	17	9	6	11	27	37	18
5.	1	2	7	4	7	13	10	1
6.	7	7	16	10	20	17	25	8
7.	0	0	1	0	0	0	2	0
8.	1	11	8	8	2	7	4	15
9.	4	7	6	8	5	4	3	4
10.	3	7	9	6	5	7	5	20
11.	3	1	5	3	5	4	1	3
12.	10	4	12	9	6	18	18	7

Tallies for each group on the Observer's Record across eight meetings.

GROUP I
PARENT EDUCATION MEETINGS

Nature of group: Family unit complete, both parents living in one home. Education: high school. Original number of families who agreed to participate: 16.

1. The first meeting was an "ice breaker." Name tags were given the parents. They were informed of the $20.00 they would receive. The N's spoke at great length about JVS. The N's and S's usurped a great part of the discussion.

2. Mrs. V. Was invited to be a guest group discussion leader. She asked the parents what their s/d could and could not do. Most parents had brought such a listing with them. Reading ability and its importance was immediately discussed. Reading in regard to employment, driving, and receiving letters, reading signs and signals, and use of a telephone book. One mother spoke of lack of cooperation from s/d in household chores. Suggestions from parents to help mother were given. This mother (Mrs. K), though very shy, did contribute more than ever at this meeting. The N's and L's again spoke frequently. Mr. M and Mrs. M contributed often.

3. The discussion started with the problems some of the parents had with grooming their youngster. Much time was spent in citing examples and most parents contributed information of their experiences with their child. Retardates and their need to get in the "last word" was next on the agenda. Sex education and dating were discussed at great length. The N's and Mr. M and Mrs. M did most of the talking.

4. Counselors were contacted in regard to all clients. Three were discussed: C.A., H.F., and R.M. The parents were helpful and quite vocal at this meeting. They seemed to think a work session (outside of regular subcontract work) would be feasible. Mrs. A, Mr. M and Mr. N provided most of the conversation.

5. The hobby or club project was discussed--a sewing machine project where the boys could repair the machine and the girls could learn to sew. The N's said they would serve as chairmen. Mrs. A and her tour of G.W.I. in reference to C was discussed. Mrs. A was disappointed in what G.W.I. had to offer. Concern for children when parents were no longer here was discussed at some length. Mrs. A, Mr. M and the N's carried most of the conversation.

6. The hobby and club project was again brought up. However, not enough parents seemed interested in helping to get this sewing machine idea "off the ground." D.M. and his capabilities were discussed; W.G. and her training for the future. The N's dissatsifaction with JVS was discussed. Mrs. W told of her happiness with J since he started in the workshop. A discussion on pet interests in game situations (in regard to telling time and making change, and how this could be learned) was started. Examples by Mr. M and Mrs. W were given. Mrs. W, Mr. M, Mrs. M, and the N's vocalized at length.

7. Leisure time activities as a "4th R" was discussed. If JVS could become a more specific agency and teach the social aspects along with this--this was thought worthwhile. Mr. M and Mrs. A explained their tours of G.W.I. and agreed their youngsters were happier there. The Wisconsin Federation of Garden Clubs and their value to retardation was explained. A future meeting for the three groups was given some thought. Mr. M, the N's, Mrs. L and Mrs. A contributed most of the evening.

8. The checks were presented to 10 clients and parents for their participation in the meetings. This was primarily a social meeting with D.N. playing a guitar and the piano, and with a phonograph and group singing. Bingo was played and this included all in the group. This relaxed atmosphere seemed to please the parents.

GROUP II
PARENT EDUCATION MEETINGS

Nature of group: Family unit complete, both parents living in one home. Education: high school. Original number of families who agreed to participate: 14.

1. October 26, 1964. Seven families represented, 12 parents present. The first meeting started with introductions of the families. Mr. Jacob Cohn, group leader, discussed the purpose of the meetings "to find the ways parents and staff members can work togeher effectively for the betterment of their children's welfare." The subject of a twenty-dollar prize for regular attendance was presented. Basic problem patterns began to emerge: lack of communication with parents and peers; short concentration span of clients; emotional instability (temper outbursts); lack of use of leisure time. The climate of the meeting, though strained at first, became more relaxed. All families except the W's (perhaps because economic and educational level was higher) were quite verbal. The B's, Z's, K's and B's families spoke the most.

2. November 9, 1964. Eight families represented, 13 parents present. The meeting was structured by the group leader. Questionnaires were passed out on chores and good grooming. The leader's purpose--to make apparent to the families that much can be accomplished by teaching children to build upon success. Mr. Cohn kept the discussion within these areas. He asked the group the following questions: What can your child do well? How can you develop good personal habits in your children? Does your child receive an allowance? How do you teach your child to use money? This meeting did not have the freedom of the previous one. However, the group was made aware that their children could do some things successfully. The W's, B's and Mrs. B contributed the most.

3. November 23, 1964. Eight families represented, 10 parents present. Mr. Cohn opened the meeting with a discussion on the questionnaire on chores. He asked the parents to tell the group what their

children could do well. The problems of temper outbursts was discussed; companionship and sibling rivalry were touched upon. The discussion bogged down several times and there was little interchange of ideas. Conversation was stilted. Parents did not feel that their children could do things adequately. The last half of the meeting revolved around employment and wages. The parents became more relaxed and there was some laughter. There was less interaction between parents and more between leader and individual parent. Mr. B, Mrs. B, Mrs. V, Mrs. B, and Mrs. F were most conversant.

4. December 7, 1964. Eight families represented, 11 parents. The meeting was less structured. The group leader opened the meeting with the subject of companionship and leisure time activities, questionnaires were passed out. The subject of companionship was discussed. Although much of the interaction was between the parent and leader, the group began to react more freely with each other. The questions of chores at home, good grooming, independence of the client, Federal Civil Service, and sibling acceptance were discussed. Mrs. B spoke at length about various things, but did not come out with what really bothered her. Recorder thinks that her fear of her daughters becoming independent may be the problem. The climate of the meeting was more positive and freer. The most verbal parents were Mr. B and Mrs. B, although the entire group, except Mr. B and Mr. V E contributed.

5. December 21, 1964. Six families represented, nine parents. The meeting started informally as Mr. K asked about IQ in relation to Federal Civil Service. Individual problems were discussed: lack of communication between parent and child; acceptance and rejection of the retarded child in the family. Mrs. B is worried about S's late hours without her parents having knowledge of her whereabouts and activities. The subject of sex was not brought up directly. Mr. Cohn brought up the subject of teaching a child to become independent and he mentioned social behavior. This touched off a discussion of whether a boy should pick up his date at home. The parents of several of the boys felt that this discussion did not pertain to them because they would never have these problems with their sons. The climate of the meeting was relaxed and friendly. There was more interaction between parents. The B's, Mr. K, Mr. B, and Mrs. B were most conversant.

6. January 5, 1965. Seven families represented, eight parents present. Mr. K started the meeting relating the fact that his son had a job. Work experience was discussed as was social activity and Federal Civil Service. Mr. Cohn asked each family to state how their child was doing. This brought up various problems. Mrs. F felt her son needed self-control; Mrs B, her daughter needed consistency and thoroughness; Mr. W felt that his son doesn't stick until the job is done; Mr. B remarked, "Mike could do anything if he were given the chance." Mrs. B related that with great time and effort by her parents, K is doing well. This mother has stressed throughout the meetings how much effort and time has been spent

on teaching her daughter, with successful results. Climate of the meeting was more positive and relaxed. Mrs. F, Mr. B, Mr. K and Mrs. B carried most of the conversation.

7. January 13, 1965. Six families represented, eight parents present. A recording machine was introduced to the parents and they had no objection to its use when they were assured that the tape would be confidential. Mr. Cohn opened the meeting by informing the group that two more of the clients in the group had jobs. The parents of the two expressed their pleasure with the situation. It was evident that the parents were looking at their children in a more positive manner. The discussion leader stressed the qualities necessary for keeping a job. The question, "Should an employed M.R. contribute financially to the home?" was brought up by Mrs. B. This led to a discussion of the necessity of teaching the retarded to budget as a step towards independence. The group leader also asked, "How do you develop personality strengths so the retarded can learn to live independently?" The parents discussed what they were doing and what they felt they should do. Mrs. B is fearful of her daughter living alone. It was concluded that the parents of boys were less afraid to let their children develop independence. The meeting was relaxed and the parents tried to help in problem-solving. Mr. B, Mr. W, the B's, Mrs. F and Mrs. B were most conversant.

8. February 1, 1965. Six families represented, seven parents present. The meeting began on a relaxed, happy note. Mrs. B related that it was S's birthday, and it had been an exciting day. Mr. Cohn spoke to the group on an article in Look Magazine, "The Retarded Child." This led to questioning on the numbers, degrees, and causes of M.R. The parents, especially the B's, Mrs. F and Mr. W spoke of some positive actions (jobs, joining leisure time groups, or changes in attitudes at home). Mrs. B was concerned with K's temporary job and questioned what the next step towards placement should be. Evaluation sheets asking the parents how they felt about the series of meetings were filled out by the parents. The group agreed that they would like to continue. The meeting was very relaxed. The B's, Mr. B and Mrs. B were the most verbal. Six families received twenty-dollar checks.

GROUP III
PARENT EDUCATION MEETINGS

Nature of Group: 11 agreed to participate. Eight of the 11 are headed by the mother due to divorce or death of father. Education: eighth grade or less. Integrated group: 3 Negro, 7 white, and one Puerto Rican families.

1. October 28, 1964. Six families represented, nine parents present. The group, through "Ice Breaker", introduced each other and Mr. Cohn, the group leader, explained the purpose of the meetings and

the twenty-dollar prize for regular attendance. The initial feeling of tension began to disappear and when the group leader turned the meeting back to the parents, they began to discuss their problems. Lack of friends, sibling acceptance and rivalry, the voice of authority in the home, lack of communication with parents, peer relationships, parental discipline, cleanliness and chores were touched upon. The meeting was relaxed; parents attempted to help each other. Mrs. D, Mrs. E, and Mrs. L spoke the most.

2. November 16, 1964. Eight families represented, 10 parents present. Mr. Cohn opened the meeting with an explanation of U.A.R.C. Questionnaires were passed out concerning chores. The climate of the meeting was more strained than at the first meeting. Verbalization was slow. Mr. Cohn suggested that the parents think in a positive way about their children. He asked the parents what their children could do well. A few of the parents responded. Another question asked by the discussion leader was: "Can your child shop and make proper change?" Mrs. M has the problem of getting chores done by her family. Other mothers made suggestions on how this could be solved. The area of grooming was discussed (charts had been passed out on grooming). Also, control of temper was presented. It was agreed that sometimes a client's peers could help him more than his family in this area. Mrs. B brought up the importance of keeping a sense of humor, and how well it has worked in her home. Towards the end of the meeting, the strain lessened and parents began to communicate. Mrs. M, Mrs. B and Mrs. E carried most of the conversation.

3. November 30, 1964. Five families represented, six parents present. Mrs. B started the meeting as she related that she was proud of B and his growing abilities when he was with people. Mrs. E directed the discussion back to the questionnaire on chores and the subject of allowance. Client reading habits were discussed as well as shopping and the fear some parents had about their children handling money. Mrs. B brought up the fact that the retarded have few friends. A discussion of leisure time ensued and questionnaires on leisure time activities were passed out. The group leader directed the discussion back to chores, but the group turned from this to sibling relationships. There was increasing interaction and some attempt at problem-solving--especially directed toward Mrs. B and her problems with her son. The group was relaxed, helping and supportive. Mrs. B, Mrs. E and Mrs. B did most of the talking.

4. December 14, 1964. Five families represented, six parents present. The meeting started as some parents related some of their children's successes. Problems discussed were: can the retarded become independent; the fear that the child as well as the parent has in the steps toward independence. The group leader brought up the handling of money as one step. There was discussion on how to teach a child to handle money. Mr. G, Mrs. M and Mrs. E kept the group moving. Climate of the meeting--relaxed.

5. December 20, 1964. Six families represented, six parents present. A new parent joined the group and the discussion leader asked the other parents to tell her what had been discussed previously. The problems of money and how to use it, sibling rivalry, temper control, peer friendship, and familial control of a child were all discussed. Mrs. M's problems in this last area were concentrated on the most. The group tried to advise and help her. The climate of the meeting was positive and friendly. Mrs. M, Mrs. M, Mrs. E, and Mrs. L spoke the most.

6. January 11, 1965. Five families represented, six parents present. A tape recorder was used this evening with the approval of the group. A new member joined the group and was questioned at great length about her son's reactions to problems that were presented at previous meetings. Mr. Cohn brought up the importance of chores and the group tried to help Mrs. M on this problem. Mrs. M feels that much improvement has taken place with L and is afraid to disturb the situation. Mrs. B, who normally is reticent about speaking, asked the group if they thought a retarded person should be in the company of the normal. It was her belief that they should. The group reinforced her. Mrs. E, aware that only two meetings were left, brought up the subject of how to teach her child about sex and dating. Again, the group was extremely supportive and tried to help solve her problem. There was much interaction in a positive climate. The entire group was most conversant.

7. January 25, 1965. Six families represented, eight parents present. The meeting opened when Mrs. E reported that J's counselor had spoken to the girl about sex. Mrs. E was pleased. Discussion ended on how other parents were handling the situation. The discussion leader brought up the question of chores. One mother (Mrs. E) stated that she tells her daughter that doing things around the house was preparation for the future. The importance of giving a child incentive was discussed. The meeting was positive in approach and the parents were able to recognize some of the positive things about their children. They would like to continue to meet. Questions were directed to the discussion leader concerning JVS, MR, and DVR. There was much interaction in the group as a whole, although the majority of it was stimulated by questions from the discussion leader. Mrs. B, Mrs. M, and Mrs. E spoke the most.

8. February 8, 1965. Seven families represented, nine parents present. Mr. Cohn started the meeting by asking the parents to express the changes that had come about in thinking and action since the group started. Positive reactions came from the parents--the emphasis being on the fact that they were less protective in allowing their children to verbalize, shop, become a member of the family. Also, they were beginning to understand their children and accept them as human beings. The evaluation questionnaire on the series of meetings was completed by each parent. The group was asked if they would like to continue. The answer was affirmative. Mrs. B, Mrs. L, and Mrs. E were the most verbal. Climate of the meeting was warm and positive.

4. The Telephone Groups

Five groups of parents were assigned randomly to telephone contact programs to last over four-month periods. Two other groups which refused Parent Education Groups, but agreed to telephone contact, were also included.

a. The assigned telephone groups:

(1) Began in February, 1965 at United Association for Retarded Children workshop with 11 families originally agreeing to telephone contact, and eight families continuing through the four months.

(2) Began in April, 1965 at Curative Workshop. There were 10 original families, and seven continued.

(3) Began in February, 1966 at Goodwill Industries with seven families.

(4) Began in February, 1966 at United Association for Retarded Children workshop. Eleven original families, with seven continuing through the four months.

b. The telephone groups originally refusing Parent Education Groups:

(1) Began January, 1965 at United Association for Retarded Children workshop with eleven families, and terminated with eight.

(2) Began in July, 1965 at Goodwill Industries with nine original families and eight at terminal date.

Table VI summarizes the contact activity for these telephone groups. Almost without exception, parents contacted by telephone were rated as accepting of the telephone calls by the worker. Many parents even regarded the calls as being social and would mildly complain if the calls were late or missed. The calls were aimed to bring the discussion along the same line as the materials discussed in the Parent Education meetings. See Table V for contact summaries for three of these groups.

TABLE VI

CONTACT ACTIVITY FOR SEVEN TELEPHONE GROUPS

	Telephone Groups (Randomly Assigned)					Tel.Grps.PP-Refus.	
	1	2	3	4	5	1	2
Original Number of Families	12	10	7	7	11	11	12
Final Number Families	11	7	1	0	7	3	11
Original Number Clients Rated	12	10	7	7	11	11	9
Clients not Post-Rated because of job placement	4	5	1	0	0	5	6
Clients not Post-Rated for other reasons	1	4	3	7	3	1	2
Number Clients Post Rated	7	1	3	0	3	5	6
Number Clients Rated whose families were contacted six or more times	7	1	0	0	0	4	5

(Continued on next page.)

TABLE VI (Continued)

Distributions of Telephone Contacts

1		2		3		4		5		1		2	
No. Fam.	Times Cont.	No. Fam.	Times Cont.	No. Fam.	Times Cont.	No. Fam.	Times Cont.	No. Fam.	Times Cont.	No. Fam.	Times Cont.	No. Fam.	Times Cont.
2	10	4	15	1	1	7	0	4	3	1	10	3	8
5	9	3	14	6	0			2	2	0	9	2	7
3	8	3	13					1	1	4	8	2	6
0	7	3	12					4	0	1	7	0	5
1	6	3	11							2	6	0	4
0	5	3	10							0	5	0	3
0	4	3	9							1	4	0	2
0	3	3	8							0	3	0	1
0	2	3	7							0	2	2	0
0	1	3	6							2	1		
1	0	3	5							0	0		
		3	4										
		3	3										
		3	2										
		3	1										
		3	0										

TABLE VII

Telephone Groups - 6 or more contacts

	A	B	C	E	F	G	H	I	Contacts
PE Refusal	+50	-40	-40	+20	-	+20	-	+28	8
	-	-	-	-	-	-	-	+10	10
I	+90	-	-	-	+20	+70	+20	+52	8
	+1.60	-	-	-	+20	+40	-	-20	6
PE Refusal	-	-	-	-1.00	-60	-1.40	+40	-24	8
	-	-	-	-	-	-	-	-	7
II	-	-	-	-	-	-	-	-	8
	-	-	-	+.40	-20	+40	+40	-36	8
	-	-	-	-	-	-	-	-08	6
Tele.Group	+20	-	-	+.50	-	+.10	-	+.20	9
	-	-	-	-	-	-	-	-	8
I	-	-	-	-2.00	-	-80	+40	+10	9
	+20	-	-	-1.20	-20	+10	-1.20	+12	6
	+40	-	-	-	-	-	-	+32	10
	+50	-	-	-	-	-50	-50	-16	9
	-	-	-	-	-100	-100	-100	+04	8
Tele.Group II	-	-	-	-40	-40	+60	+20	-36	15

(Continued on next page.)

TABLE VII (Continued)

Parent Education Groups - 5 or more Attendances

	A	B	C	E	F	G	H	I	Attendances
I	-	-	-	-20	-40	-40	-150	-128	5
	-	-	-	-	-20	+100	- 40	- 88	7
	-	-	-	-23	-	+100	+100	+ 06	6
	-23	-	-	-23	-45	-	-23	- 87	8
	-30	-	-	+100	-80	-80	-100	- 88	6
	-23	-	-	-	-	-	-	- 26	8
	-115	-	-	-	+50	+10	-	- 51	6
II	-17	-	-	-	-	-	-	-52	8
	-	-	-	-	-	-	-	-	8
III	+13	-	-	-	-20	-60	-	-30	8
	-	-	-	-	-	-	-	-35	8
	-10	-	-	-	-20	-	-	-96	7

	A			B			C			E			F			G			H			I					
	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-
PP Grps.	1	5	6	0	12	0	0	12	0	1	8	3	1	5	6	3	6	3	1	7	4	1	1	10	8	56	32
Tele. Grps.	7	10	0	0	16	1	0	16	1	3	11	3	2	11	4	7	6	4	5	9	3	8	3	6	32	82	22

VIII. DISCUSSION.

The need to establish a continuing resource to provide emergency help to the retarded adolescent and adult at points of critical need for intervention has always presented a major problem to rehabilitation agencies. The investment in training and placement of the retarded is often lost because of an unavailable resource for intervention at a critical point where the retardate needs help in order to maintain his adjustment on the job. Vocational rehabilitation agencies and other types of services dealing with the retarded adolescent and adult have consistently emphasized this need, but have provided no adequate manner of meeting it. The hypothesis that follow-up counseling by a professional service agency can adequately meet such needs has not been validated to date nor extensively tested. It is, however, questionable whether there is sufficient professional staff available for this purpose and, therefore, even it if were demonstrated, it would be difficult to implement on a broad basis.

It is the hypothesis of this project that the parents of the retardate offer the most available and economical resource for either initiating such intervention by a professional agency or providing the necessary help to effect and maintain vocational adjustment, both during rehabilitation services and after they have been completed. Previous programs working with parents of retarded had either concentrated on parents of yourng children or had restricted parent participation to group therapy or group counseling without any real attempt to involve them in the rehabilitation process and without testing the effect of their involvement. This project failed to adequately test its major hypothesis because it failed to discover an effective mechanism to assure continuing participation of parents in assisting the retardate in the vocational rehabilitation process. Extensive programs of parent education, group meetings, social meetings, workshop participation, telephone contacts, home visits and monetary rewards for participation were all tested and found to be minimally effective. The intensive efforts of staff to effect participation of parents proved unsuccessful.

The problems of parent participation plagued the project from its inception. This was particularly true for the lower socio-economic families, and they, unfortunately, comprise the majority of the families with one or more retarded members. It will be noted that the data for Group 3 for the third year, however, that a few families from the low socio-economic group did participate continuously and were very faithful in attendance.

Suggestions in the literature as to reasons for the poor motivation of lower socio-economic parents in terms of limited potential, heavy burdens at home, little interest in helping their children, hostility to social services, etc., may well be valid.

Such factors, even if they prove to be in fact true, do not preclude finding ways of effectively motivating parents to positive and substantial efforts on behalf of their children. It is paradoxical that lower socio-economic parents are accused of holding little interest in helping their children and are, at the same time, attributed to hold deep-seated, unmodifiable attitudes toward child-rearing. If, as is likely the case, there are a multiple of reasons for the lack of success in motivating these parents, it is an important task for future research to identify these with a view to developing adequate techniques for motivating parents to active participation in programs of rehabilitation.

Along this line, of particular note was the success of the "potluck" supper given in the first year of the project. The agency staff felt that the participation and interchange was quantitatively and qualitatively excellent. The clients, their parents and siblings were all invited to attend this dinner. It was informal; this factor may have circumvented some of the barriers possibly felt by the parents to exist between themselves and the agency staff. Total family units were involved; this may be an approach which should be utilized to a greater extent.

Of the three incentives for sustained parent participation offered in the first year study (a $50 cash bonus, a gift individually selected by the parent, and a chance on a raffle for a television set), the individually selected gift was relatively the most efficacious in promoting participation among lower socio-economic parents. The "potluck" supper could also, of course, be considered as having been a reward. If it did serve as such, perhaps its timing was more appropriate as a motivator in terms of short-term reward. The $50 bonus, the choice of gift, and the chance on a television set were promised as a reward only after many weeks of sustained participation, a reward system which proved ineffective.

It is true, however, that efforts which would involve a very high expenditure per parent were not continuously tested, such as continuing home visits on a frequent basis. It was felt that even if these were successful, they would not offer a meaningful answer to the problem since it would be impossible to implement them due to shortage of staff.

Though the difficulties of motivating parent participation were insurmountable, the few parents who became actively involved were highly positive about the benefits of their involvement. The staff viewed these parents as having benefitted to the extent of having been a major modifier of their views, hopes, and approaches to their retarded son or daughter just entering the adult world.

But these benefits must be more rigorously identified. The rating scales employed in the third year study did not substantiate the views of participating parents and staff. The retardates whose parents were contacted six or more times by telephone gained, though not significantly, in work adjustment ratings, while those whose

parents attended seven or more participation group meetings, significantly deteriorated in the ratings. These lower ratings of clients after parent participation in group discussion caused considerable puzzlement until careful hindsight disclosed that the pre-rating had actually involved different standards, even though using the same Independent Rater Index. One person involved in the pre-rating process, just prior to her pre-rating assignment, had been working in a service program for very severely limited retardates. Therefore, although trained to rate in comparison to community employment standards, her standards were still, apparently, influenced by her recent experience in working with the severely retarded, thus rendering her pre-ratings invalidly high.

The use of the parent as a resource for crisis intervention does admittedly present some conceivably negative aspects which must be seriously considered in all future attempts to constructively involve the parents in the rehabilitation process. The difficulty in involving the parents on a continuing basis is the most serious problem, since without such intensive involvement, it is difficult to prove that the negative aspects can be overcome and a real, positive contribution made by the parent to effect a more permanent vocational adjustment by the adolescent or adult retardate.

IX. IMPLICATIONS FOR RESEARCH.

Rankin (1) concluded that the difficulties which a parent has in dealing effectively with the problems of mental retardation stem from two sources: first, the personal conflicts reactivated or reinforced by the problem and, second, from the inability to find an acceptable course of action to pursue on behalf of the child. For the low socio-economic parent, various sources have cited the parents' own limited resourcefulness, their interests, and their culturally conditioned aversion to the professional worker in the area of child-rearing. If these aversions are to be surmounted, more effective techniques for mobilizing parents among lower socio-economic groups must be found, as well as more effective communication and cooperation between parents and professional staff. Reward systems for motivating such parents of retardates in the direction of involvement might well be more carefully investigated. Variables of type, timing, and magnitude offer unlimited possibilities.

Another implication of this project for the community is a much broader one. The present emphasis on keeping the retardate in the community or returning him to the community will require that some resource be available for continuing guidance and crisis intervention in many areas of the retardate's adjustment in addition to the vocational. If the parent cannot be interested and motivated in developing the knowledge and understanding which would make it possible for him to offer adequate assistance, it will be necessary to provide extensive services by professional agencies. The cost of such extensive services to the community and the danger to the retardate if such services are not available are some of the factors which must be given serious consideration and planning. The potential contribution of the parent in

meeting these needs is so great that further experimentation to find the methods, the means, and the answers to the many questions which still remain unanswered is vitally necessary.

X. SUMMARY CONCLUSION.

This project was unable to test its major hypothesis of participation by parents with professional staff involved in job preparation, placement and maintenance with auxiliary rehabilitation. Its secondary hypothesis that methods could be found to obtain the cooperation and participation of the parent was not proved. Many methods and techniques were attempted in order to obtain the participation of parents on a continuing basis, but none of them proved effective.

It is well known that the majority of parents of retarded come from culturally and economically disadvantaged groups and are themselves frequently of limited ability. This situation creates additional complications for which specific methodology must be developed if these hypotheses are to be adequately tested. The lack of such materials and methodology proved a serious handicap to the project, and the project had insufficient resources to do more than minimally develop such materials.

Ten years of experience in working with families of retarded youth and adults have convinced the director of this project that, in general, their parents are often made to feel uncomfortable when approached by staff personnel who propose to either educate them or counsel them. The former (educate) is interpreted to mean, "you don't even know how to be good parents, so we will teach you." The latter (counsel) is interpreted to mean, "you have so many emotional problems that you need psychological, if not psychiatric help, so we will give you counseling." This project has attempted to work with parents as needed and vitally important co-worker members of a rehabilitation team.

The history of the National Association for Retarded Children, Inc., founded in 1950, indicates that in the growth and development of their tremendous movement to provide more and better services to all mentally retarded persons of all ages, wherever they may be, we have gone through a series of phases. Phase #1: Parents of retarded were determined that their children should have needed services. Parents and friends had much difficulty getting professionals interested in working with their retarded, so these parents and friends, as volunteers without professional training or qualifications, started and staffed their own programs. Phase #2: Finally, a few professionals began to respond by accepting employment in parent-sponsored programs. But by this time the "parent and friend volunteer staff," with hard earned experience, believed they were better qualified than the newly hired professional and wanted to tell him how to handle his job. Phase #3: Professional staff learned to do their jobs well, but began to feel that they could do it better if the volunteer parents and friends would get out of the picture and stay out. For a while the volunteers resisted being moved in that direction and in this way. Phase #4:

Volunteer parents and friends gained confidence in and respect for the professionally trained staff. They began to accept the idea that in the area of implementing many kinds of direct services, the professional could do it better than the volunteer and also still more effectively when the volunteer was absent from the scene of action. Phase #5: Professional staff now began to realize that they must have the parents and friends back on the team, in a different position, but nonetheless actively participating. However, volunteer parents and friends are not convinced of either their competence or their right to be truly a member on the same team with professionals.

The major contribution of the project was the development of interest and concern for services vital to parents of retarded adolescents and adults. The State Board of Vocational, Technical and Adult Education, Rehabilitation Division, is now emphasizing such services to parents and a regular program has been established. Social work staff is employed in the workshop agencies to provide more intensive services to the parents. The continuity of the demonstration and continuous investigation of methodology and motivational techniques will, therefore, continue on an increased level of investment in professional staff and resources.

The establishment of a continuous program of services which will provide new insights into work with parents of the adolescent and adult retardate is, therefore, the major contribution which this project has made, and continuous information about the achievements of the program should influence increased development of such services in rehabilitation workshops throughout the country. This continuing program will also develop new research approaches for continued investigation of the problems raised by the INCREASING PARENTAL CONTRIBUTION TO WORK ADJUSTMENT FOR THE RETARDED Project.

As an initial exploration in a very critical and vital area of community needs, the project had an important impact. Although the project failed to test its major hypothesis and did not effectively develop methodology to involve the parents in a continuing program, it did undertake to study problems related to the development of a parent participation program of great significance. It is hoped that there will be continuing investigation of the potential of using the parents of the adolescent and adult retardates as major participants in assisting the retardate during critical periods needing intervention. The parents' potential and importance to such an objective are so great that further investigation, despite the initial failure, is certainly indicated.

XI. BIBLIOGRAPHY.

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FORM FOR USE BY PARENT
IN RATING WORKER PERFORMANCE AT HOME

Circle one number in each column to indicate your rating of your worker in the area represented by that column.

(a) Presence - at the place where he/she is supposed to be and at the time supposed to be there.

(b) "Stick-to-it-ive-ness' - stays with a task until it is completed - perseverance.

(c) Quantity - amount and speed of accomplishment.

(d) Quality - how good the completed job is; how well done.

(e) Acceptance of suggestions, corrections, and direction from parents or substitute parents.

(f) Acceptance of suggestions, corrections, and direction from brothers, sisters, and/or other family members near his/her own age.

(g) Self-care - hygiene, grooming, general appearance.

(h) Transfer or generalization of learning from one situation or experience to another.

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1

NAME OF WORKER RATED _____

(Please use other side of sheet for any comments, questions, or suggestions you wish to make.)

Signature of Rater _____

Relationship to Worker _____

Date of Rating _____

Form 115

SEE OTHER SIDE

WORKER RATING SCALE

Name _____ Shop _____

Date of Rating _____ Rated by _____

Total Score _____

Attendance	Perseverance	Quantity	Quality	Supervision	Co-Workers	Appearance	Transfer
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1

MODIFIED Q-SORT

Instructions

The following four pages contain 12 statements on each page. You are asked to consider each page separately. First read all 12 statements on a given page, and then mark with an 'X' those four statements which most adequately represent your own feelings and mark with a zero ('0') those four statements which least represent your own feelings. Make sure that on every page you have marked eight, but only eight, statements; four with an 'X' and four with a zero.

Work as quickly as you can and, when you have finished with a page, try not to refer back to it again. Before turning the page, put your name in the space below.

Name _____

Date _____

Code # _____

Tester _____

1. I may live with my child in later years.
2. Our child will probably not earn very much money each week.
3. My child will probably live with me, at home, all his life.
4. We try to plan things so that one of us is with him most of the time.
5. My child will probably find his own job.
6. Our son should be able to get a better job than collecting garbage.
7. Once our child learns what is expected of him, he doesn't need much supervision.
8. _____ will outgrow these problems.
9. I am glad my child is here at JVS because he will need help in finding a job.
10. Our child is a good worker and probably can keep a job.
11. Our child will never be able to do things as others his age do.
12. _____ will likely get 'fired' from a job during the first week.

1. We learned a long time ago that _____ is a slow learner.
2. Our child is able to make his own decisions.
3. Our child should be able to become a machinist.
4. It would surprise me if _____ found a job without my help.
5. My child will earn enough money to support himself.
6. We try to supervise everything our child does.
7. Our child will have no trouble keeping a job.
8. If _____ would just settle down, he would have no trouble.
9. I expect to pay board and room for my child for many years yet.
10. Our child will probably never become a skilled tradesman.
11. _____ doesn't know how to work and will lose jobs.
12. _____ probably won't need any help in finding a job.

1. We expect to help our child find a job.
2. We keep a close watch on our child so that he won't injure himself.
3. Our boy would probably do well as a carpenter's helper.
4. My child will probably never have a job that will pay his way.
5. Our child is able to ride the buses through the city on his own.
6. _____ will be lucky if he can keep a job for one month.
7. When my child is ready, he will go out and find a job.
8. Our son is smart enough, but just doesn't apply himself.
9. My child will be able to save money and buy a home in a few years.
10. Our son may go to a trades school and become a journeyman.
11. Our son is limited and will not be able to keep up with others of his age.
12. We have told our child how to work and be able to keep a job.

1. Our child gets along well with people and will be able to keep a job.

2. When our son stops being a "dreamer" he will do as well as anyone else.

3. We can leave our child at home while we are gone for a few days and know that he will be all right.

4. Our child should have no trouble finding a job.

5. Our child will probably own his own business in a few years.

6. Our child can learn new things, but it takes a lot of time and effort.

7. Our child will probably need more help than we can give to find a job.

8. When I am old, my child will be able to help support me.

9. Our child may find a spot in the service area (janitor-cleaning lady, etc.).

10. We wouldn't think of leaving _____ alone even for a little while.

11. _____ does not follow directions and may lose jobs.

12. When I am old, I don't know who will help support my child.

PARENT ATTITUDE SURVEY

Directions: This survey is concerned with parents' attitudes toward child-rearing. At first, you will probably find it difficult; but as you proceed, it will go more rapidly.

Below are presented 35 pairs of statements on attitudes toward child-rearing. Your task is to choose ONE of the pair (A or B) that MOST represents your attitude, and place a circle around the letter (A or B) that precedes that statement. Thus: (A) Parents should like their children.
B Parents frequently find children a burden.

Note that in some cases it will seem that both represent the way you feel; while, on other occasions, neither represents your point of view. In both cases, however, you are to choose the one that MOST represents your point of view. As this is sometimes difficult to do, the best way to proceed is to put down your first reaction. Please pick one from each of the pairs.

1. A. Parents know what is good for their children.
   B. A good leather strap makes children respect parents.

2. A. Parents should give some explanations for rules and restrictions.
   B. Children should never be allowed to break a rule without being punished.

3. A. Parents do much for their children with no thanks in return.
   B. Children should have tasks that they do without being reminded.

4. A. Parents should sacrifice everything for their children.
   B. Children should obey their parents.

5. A. Children should follow the rules their parents put down.
   B. Children should not interfere with their parents' night out.

6. A. Parents should watch their children all the time to keep them from getting hurt.
   B. Children who always obey grow up to be the best adults.

7. A. Children should never be allowed to talk back to their parents.
   B. Parents should accompany their children to the places they want to go.

8. A. Children should learn to keep their place.
   B. Children should be required to consult their parents before making any important decisions.

9. A. Quiet, well-behaved children will develop into the best [illegible] of [illegible].
   B. Parents should pick up their child's toys if he doesn't want to do it himself.

10. A. Parents should do things for their children.
    B. A child's life should be as pleasant as possible.

11. A. Watching television keeps children out of the way.
    B. Children should never be allowed to talk back to their parents.

12. A. Personal untidiness is a revolt against authority so parents should take the matter in hand.
    B. A good child always asks permission before he does anything so he doesn't get into trouble.

13. A. Sometimes children make a parent so mad they see red.
    B. Parents should do things for their children.

14. A. Children should be taught to follow the rules of the game.
    B. A child's life should be as pleasant as possible.

15. A. Parents should cater to their children's appetites.
    B. Many parents wonder if parenthood is worthwhile.

16. A. A child's life should be as pleasant as possible.
    B. Sometimes children make their parents so mad they see red.

17. A. Children should not tell anyone their problems except their parents.
    B. Children should play wherever they feel like in the house.

18. A. A good form of discipline is to deprive a child of the things that he really wants.
    B. Children should do what they are told without arguing.

19. A. Children should be taken to and from school to make sure there are no accidents.
    B. Children who always obey grow up to be the best adults.

20. A. Many parents wonder if parenthood is worthwhile.
    B. Children should be required to consult their parents before making any decisions.

21. A. If a child doesn't like a particular food, he should be made to eat it.
    B. Children should have lots of gifts and toys.

22. A. Children should play wherever they feel like in the house.
    B. Good children are generally those who keep out of their parents' way.

23. A. Children never volunteer to do *anything* around the house.
B. Parents should pick up their child's toys if he doesn't want to do it himself.

24. A. Good children are generally those who keep out of their parents' way.
B. Children should not be allowed to play in the living room.

25. A. Modern children talk back to their parents too much.
B. Children should be required to consult their parents before making *any* decisions.

26. A. Parents should make it their business to know everything their children are thinking.
B. Children never volunteer to do *any* work around the house.

27. A. Children should come immediately when their parents call.
B. Parents should give surprise parties for their children.

28. A. Good parents overlook their children's shortcomings.
B. Watching television keeps children out of the way.

29. A. Parents should watch their children all the time to keep them from getting hurt.
B. A child should never be forced to do *anything* he doesn't want to do.

30. A. Television keeps children out of the way.
B. The most important thing to teach children is discipline.

31. A. Children should do what they are told without arguing.
B. Parents know how much a child needs to eat to stay healthy.

32. A. Television keeps children out of the way.
B. A child needs someone to make judgments for him.

33. A. Modern children talk back to their parents too much.
B. Parents should amuse their children if no playmates are around to amuse them.

34. A. Good children are generally those who keep out of their parents' way.
B. Parents should pick up their child's toys if he doesn't want to do it himself.

35. A. Parents should see to it that their children do not learn bad habits from others.
B. Good parents lavish their children with warmth and affection.

36. A. Parents shouldn't let their children tie them down.
B. Modern children talk back to their parents too much.

37. A. Children who destroy any property should be severely punished.
B. Children cannot make judgments very well for themselves.

38. A. Most parents are relieved when their children finally go to sleep.
B. Parents should hide dangerous objects from their children.

39. A. Children should not be allowed to play in the living room.
B. Children should play wherever they feel like in the house.

40. A. Parents should give surprise parties for their children.
B. Most parents are relieved when their children finally go to sleep.

41. A. Children should be taken to and from school to make sure there are no accidents.
B. Parents should clean up after their children.

42. A. Children are best when they are asleep.
B. Personal untidiness is a revolt against authority so parents should take the matter in hand.

43. A. The earlier the child is toilet trained, the better.
B. A child needs someone to make judgments for him.

44. A. Watching television keeps children out of the way.
B. Parents should accompany their children to the places they go.

45. A. The earlier the child is toilet trained, the better.
B. Good parents overlook their children's shortcomings.

46. A. Parents should clean up after their children.
B. Children need their natural meanness taken out of them.

47. A. Parents should give surprise parties for their children.
B. Parents should hide dangerous objects from their children.

48. A. Most parents are relieved when their children finally go to sleep.
B. Children should come immediately when their parents call.

49. A. Children who lie should always be spanked.
B. Children should be required to consult their parents before making any decisions.

50. A. Sometimes children just seem mean.
B. Parents should see to it that their children do not learn bad habits from others.

51. A. Punishment should be fair and fit the crime.
B. Parents should feel great love for their children.

52. A. Parents should buy the best things for their children.
B. Children are best when they are asleep.

53. A. Children should be required to consult their parents before making any decisions.
B. Parents should cater to their children's appetites.

54. A. Parents should have time for outside activities.
B. Punishment should be fair and fit the crime.

55. A. Children should not be allowed to play in the living room.
B. Children should not tell anyone their problems except their parents.

56. A. It seems that children get great pleasure out of disobeying their elders.
B. Parents should watch their children all the time to keep them from getting hurt.

57. A. Personal untidiness is a revolt against authority so parents should take the matter in hand.
B. Parents should buy the best things for their children.

58. A. Children should learn to keep their place.
B. Good parents overlook their children's shortcomings.

59. A. Parents should accompany their children to the places that they went to go.
B. Good parents overlook their children's shortcomings.

60. A. Children do many things just to torment their parents.
B. Parents should insist that every one of their commands be obeyed.

61. A. Children should come immediately when their parents call.
B. Parents should hide dangerous objects from their children.

62. A. Children do many things just to torment their parents.
B. Children should be protected from upsetting experiences.

63. A. Children who lie should always be spanked.
B. Parents should cater to their children's appetites.

64. A. A child should never be forced to do anything he does not want to do.
B. It seems that children get great pleasure out of disobeying their elders.

65. A. Parents should keep a night light on for their children.
B. Parents live again in their children.

66. A. Sometimes children make parents so mad they see red.
B. Children should be taught to follow the rules of the game.

67. A. Parents should insist that every one of their commands be obeyed.
B. Children should be protected from upsetting experiences.

68. A. Good children are generally those who keep out of their parents' way.
B. Children should not tell anyone their problems except their parents.

69. A. Children who destroy property should be severely punished.
B. Children's meals should always be ready for them when they come home from play or school.

70. A. Parents should frequently surprise their children with gifts.
B. A good form of discipline is to deprive children of things that they really want.

71. A. Children should depend on their parents.
B. Parents should amuse their children if no playmates are around to amuse them.

72. A. Many parents wonder if parenthood is worthwhile.
B. Children who lie should always be spanked.

73. A. Quiet, well-behaved children will develop into the best type of grown-up.
B. Children never volunteer to do anything around the house.

74. A. Children need their natural meanness taken out of them.
B. Children should be taken to and from school to be sure that there are no accidents.

75. A. Children should never be allowed to talk back to their parents.
B. Good parents overlook their children's shortcomings.

76. A. Parents should give their children all that they can afford.
B. Television keeps children out of the way.

77. A. Children cannot make judgments very well for themselves.
B. Children's meals should always be ready for them when they come home from play or school.

78. A. Sometimes children are inconvenient.
B. Children should be reprimanded for breaking things.

79. A. If children misbehave they should be punished.
B. Parents should see to it that their children do not learn bad habits from others.

80. A. Children are often in one's way around the house.
B. Children seven years old are too young to spend summers away from home.

81. A. Children should do what they are told without arguing.
B. Parents should frequently surprise their children with gifts.

82. A. Parents should feel great love for their children.
B. Parents should have time for outside activities.

83. A. A child needs someone to make judgments for him.
B. Good parents overlook their children's shortcomings.

84. A. Parents should make it their business to know everything their children are thinking.
B. Quiet, well-behaved children will develop into the best type of grown-up.

85. A. Children who destroy any property should be severely punished.
B. A good child always asks permission before he does anything so that he does not get into trouble.

86. A. A good form of discipline is to deprive a child of things that he really wants.
B. Parents know how much a child needs to eat to stay healthy.

87. A. The most important thing to teach a child is discipline.
B. Parents should give their children all that they can afford.

88. A. Parents should amuse their children if no playmates are around to amuse them.
B. Parents shouldn't let children tie them down.

89. A. Parents know how much a child needs to eat to stay healthy.
B. Parents should frequently surprise their children with gifts.

90. A. Sometimes children just seem mean.
B. If children misbehave, they should be punished.

91. A. Children should be taught to follow the rules of the game.
B. Parents should do things for their children.

92. A. Parents shouldn't let their children tie them down.
B. Children should depend on their parents.

93. A. Children who always obey grow up to be the best adults.
B. Parents should clean up after their children.

94. A. Children's meals should always be ready for them when they come home from play or school.
B. Children do many things just to torment the parent.

95. A. A good child always asks permission before he does anything so that he doesn't get into trouble.
B. Parents should buy the best things for their children.

Name _____

Name of Child _____

Instructions:

We would like to gain a better idea of how parents see their children and the children of others. Accompanything these instructions is a list of 40 words. Take each separately and use it to complete the sentence at the top of the list. The sentence reads: My child is . . . . . The first word is brave, so the sentence should read: My child is brave.

Then decide how much of the time this statement is like your child, that is typical or characteristic of him in general, and rate him on the following scale: A (Always) S (Sometimes) N (Never)

Put a circle around one of the letters A S N after each word. Rate your child on every word.

My child is _____

1.	brave	A S N	17.	stupid	A S N
2.	thoughtful	A S N	18.	silly	A S N
3.	fast	A S N	19.	hard working	A S N
4.	reckless	A S N	20.	capable	A S N
5.	smart	A S N	21.	sincere	A S N
6.	happy	A S N	22.	daring	A S N
7.	interesting	A S N	23.	dependable	A S N
8.	annoying	A S N	24.	pleasant	A S N
9.	sensible	A S N	25.	selfish	A S N
10.	clever	A S N	26.	cooperative	A S N
11.	fat	A S N	27.	noisy	A S N
12.	religious	A S N	28.	sociable	A S N
13.	thoughtful	A S N	29.	careless	A S N
14.	lively	A S N	30.	good	A S N
15.	unhappy	A S N	31.	generous	A S N
16.	unlucky	A S N	32.	able	A S N

33.	hard	A S N
34.	young	A S N
35.	relaxed	A S N
36.	smart alec	A S N
37.	nervous	A S N
38.	friendly	A S N
39.	likeable	A S N
40.	cocky	A S N

Name _____

Name of Child _____

CHILD COMPLAINT FORM

Some children have a variety of "little problems." Some of these minor problems are listed below. Check those which apply to your child. Consider only those which have occurred several times during the past year.

(Circle which)

Yes No 1. many physical complaints

Yes No 2. skin disorders

Yes No 3. allergies

Yes No 4. asthma attacks

Yes No 5. trouble breathing

Yes No 6. hay fever

Yes No 7. rapid pulse

Yes No 8. bruises easily

Yes No 9. diabetes

Yes No 10. gland trouble

Yes No 11. frequent urinations

Yes No 12. trouble with genitals or bladder

Yes No 13. constipation

Yes No 14. loose bowels

Yes No 15. irregular bowel movements

Yes No 16. headaches

Yes No 17. backaches

Yes No 18. excessive sweating

Yes No 19. tics or twitching

Yes No 20. tremors or shaking

Yes No 21. frequent temperatures

Yes No 22. more colds than others

NAME _____

NAME OF CHILD _____

FAMILY HISTORY

QUESTIONS ABOUT MOTHER

1. Mother's place of birth _____

2. Mother's education (circle highest completed)

   1 2 3 4 5 6 7 8 HS1 HS2 HS3 HS4 C1 C2 C3 C4

3. Were you raised by your own parents? ___Yes ___No

   (If no - explain) _____

   _____

   _____

4. Are you currently employed? ___Yes ___No

5. Wage type of job?

6. How many hours per week? ___Full time
   ___Less than 5 hours
   ___ 5-10 hours
   ___ 10-20 hours
   ___20-35 hours

7. Education of mother's parents: (Circle highest completed)

   For mother's father: 1 2 3 4 5 6 7 8 HS1 HS2 HS3 HS4
   C1 C2 C3 C4 Post Graduate

   For mother's mother: 1 2 3 4 5 6 7 8 HS1 HS2 HS3 HS4
   C1 C2 C3 C4

8. What kind of work did your father do?_____

9. How many ___brothers ___sisters

10. Who was the more dominant member of your family? _____

    ___Father ___Mother

CHURCH AFFILIATION

a. Do you belong to a church or synagogue? ___ Religion?____
   How frequently do you attend? _____

b. Were your parents of this belief too? ___ If not, what was their religious preference? _____

c. Do your children receive religious instructions? _____

NAME _____

NAME OF CHILD _____

CHORES

Very often parents feel that it is important for children to do "chores" around the house as a way of helping and learning responsibility.

1. Do you feel that your child should be given regular jobs to do around the house _____

Here is a list of jobs. Which of these do you expect your child to do regularly?

	YES	NO	
2.	___	___	washing dishes
3.	___	___	drying dishes
4.	___	___	setting table
5.	___	___	cleaning own room
6.	___	___	making bed
7.	___	___	carrying out garbage
8.	___	___	feeding dog or other pet
9.	___	___	clearing toys
10.	___	___	emptying waste baskets
11.	___	___	cutting grass
12.	___	___	vacuum
13.	___	___	dust
14.	___	___	Other: _____

15. What allowance do you give your child every week?

(Circle) nothing penny nickel dime quarter half dollar

16. Do you insist that he save money each week from his allowance?

___Yes ___No

QUESTIONS ON HOUSEHOLD CHARACTERISTICS

"Here are a few additional questions, just to help us classify answers from different groups of people."

---

1. Is the telephone here in your home a private or party line?

___ private line
___ party line
___ no telephone

---

2. Do you folks own or rent your home here?

___ own
___ rent

---

3. Does anyone in your home here own an authomobile?
(If yes) Does the home have any other passenger cars besides this one?
(If only one car) Was it new or used when you folks bought it?

___ One car bought new, or two or more cars.

___ No car, or only one car bought used.

---

4. What is the occupation of the chief wage earner in the household?

Describe:_____

_____

---

5. About how far did the chief wage earner go in school?

___ completed college

___ completed high school, but no college grad.

___ some high school, but not high school grad.

___ 8th grade, or less

Please list and comment on the following questions:

1. What does your child do with his leisure time?

2. What interests or hobbies does he/she have besides T.V. and the radio?

3. If he/she does have outside interests, what does he/she do about them?

4. If he/she doesn't have outside interests, why do you think he/she doesn't?

5. Does he/she pursue these interests alone or with his/her family or his/her friends?

6. Are his/her friends from the workshop or from the community at large?

CODE FOR DATA COLLECTION RECORD

Parent Group No.

(1) Accepted P.P. Group - record group number.
(2) Refused P.P., but joined Telephone Group (T.C.) - record group number.
(3) Refused P.P.P. and no further contact.
(4) Accepted T.G. - record group number.
(5) Refused T.G.
(6) Control Group.

Independent Rater's Index

a. Grooming
b. Punctuality
c. Notification of delay
d. Relationship to supervisor
e. Relationship to co-workers
f. General control during day
g. Attitude towards self
h. Follows instructions
i. Works steadily
j. Quality of work compared to co-workers
k. Quality of work in business setting
l. Quantity of work compared to co-workers
m. Quantity of work in business setting

RATINGS: 1 = Satisfactory
2 = Undecided
3 = Unsatisfactory

Observer's Rating Index

Parental attendance: check off, after last meeting, the number of meetings attended.

1. Initiates group action or new topic.
2. Asks questions, advice, or opinion of leader.
3. Asks questions, advice, or opinion of other participants.
4. Answers questions raised by leader -
   + positive response
   - negative response
5. Answers questions raised by other participants -
   + positive response
   - negative response
6. Gives advice to other participants.
7. Blocks.
8. States something client can do adequately or well.
9. States something client cannot do adequately.
10. Expresses positive feelings toward client.
11. Expresses negative feelings toward client.
12. States opinion to leader or other participants.

Telephone Contact Sheet

Initial contact: (1) acceptive, (2) hostile

Did parent:

1. Indicate that she/he did not want to talk or was reluctant to talk.
2. Indicate that she/he did not want to continue in the group.
3. Ask questions.
4. Offer a report on client spontaneously.
5. Willingly offer information about client in response to questions from parent educator.
6. Refuse to answer questions.
7. Reject suggestions or advice of parent educator.
8. State something that the client can do adequately or well.
9. State something that the client cannot do adequately.
10. Express positive feelings toward client.
11. Express negative feelings toward client.

Employment Record:

Reason for termination: Voluntary--indicate client's reason for quitting.
Involuntary--indicate reason from employer why client was fired.

Form 1

Independent Raters Index

Grooming A						
Punctuality B						
Notification of Delay C						
Relationship to Supervisor D						
Relationship to Co-workers E						
General Control during Day E						
Attitude Toward Self G						
Follows Instructions H						
Works Steadily I						
Quality of Work Compared to Co-Workers J						
Quality of Work in Business Setting K						
Quantity of Work Compared to Co-Workers L						
Quantity of Work in Business Setting M						

Rating:
1 = Satisfactory
2 = Undecided
3 = Unsatisfactory

RATING SCALE KEY

NOTE: The entire rating is based on how the client reacts on the day of the rating.

GROOMING:

Can be done by direct observation of rater at close range to client. Check to see if clothes are clean, hair neat, face clean, posture, body odor (if possible).

WORK RESPONSIBILITY:

This information can be obtained from the supervisor on the following basis:

1. Is the client punctual?

2. If client is delayed, does he notify a responsible person of his delay?

EMOTIONAL CONTROL AND ADJUSTMENT:

This information should be obtained from the supervisor on the following basis:

1. Relationship to Supervisor:
   Did the client react in a way which you would regard as negative in terms of work behavior during periods of instruction, criticism, reprimands, or general conversation?

2. Relationship to Co-Workers:
   Did the client, during normal interaction with co-workers, seem submissive, withdrawn, or aggressive; or did he get along well even during times when strong reaction might have resulted?

3. General Control During Day:
   Was the client even-tempered and pleasant, or did he have mood swings, becoming overly excited, aggressive, or very withdrawn during long periods without known reason? Did he have periods of inappropriate laughter or noisiness for no apparent reason?

4. Attitude Toward Self:

   Did client have a lack of self-confidence? Did he seem overly submissive or withdrawn? Is he optimistic or pessimistic in attitude Is he willing to try new things, or is he fearful of change?

(Rating Scale Key)

WORK PROFICIENCY:

This information should be obtained from the supervisor on the following basis:

1. Follows Instructions:
   Did client show difficulty in understanding and carrying out the supervisor's instructions in terms of performing a particular task?

2. Works Steadily:

   Did the client work steadily throughout the day without undue disruption or excess distraction?

3. Quality of Work Compared to Co-workers:

   How does client's work compare to other workers' in the shop?

4. Quality of Work in Business Setting:

   Was the client's work on an assigned task of a quality that would ordinarily be acceptable were he performing the same task in a business setting?

5. Quantity of Work Compared to Co-Workers:

   How does the client's work compare to other workers in the shop?

6. Quantity of Work in Business Setting:

   Did the client do the amount of work expected of him in a business setting?

Code No._____

Parent Group No. (1)_____, (2)_____, (3), (4)_____, (5), (6)_____,

PARENT PARTICIPATION PROJECT DATA COLLECTION SHEET

Name_____ Date of Birth_____
Address_____ Date of Entrance to DVR training _____
Phone No._____ Age at Entrance_____
Parents' Names: Mother_____ Father_____
Parents' Education: Mother_____ Father_____
Parental Unity: Together_____ Divorced_____ Deceased: Mother_____ Father_____
Workshop_____ Counselor_____
I.Q._____ Last Grade completed_____ Supervisor_____
Other disabilities besides M.R._____

Independent Raters Index: Rater No. 1

Before P.P.P.

a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____

After P.P.P.

a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____

Independent Raters Index: Rater No. II

Before P.P.P.

a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____

After P.P.P.

a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____
a.____b.____c.____d.____e.____f.____g.____h.____i.____j.____k.____l.____m.____

PARENT PARTICIPATION PROJECT DATA COLLECTION SHEET

Observers Rating Sheet:

Parental attendance: (1), (2), (3), (4), (5), (6), (7), (8)

Meetings:	1st	2nd	3rd	4th	5th	6th	7th	8th
Ratings 1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Telephone Rating Sheet: A. Initial Contact:(1),(2')

Contacts:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Ratings 1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																

Reason for refusal to participate in P.P.P._____

_____

_____

_____

_____

_____

_____

Name:

EMPLOYMENT HISTORY (List only employment from date of J.V.S. entrance)

Name of Employer:_____

Address:_____

Dates: From_____To_____

Specify exact duties performed:_____

_____

_____

Number of hours per week worked regularly_____

Wages: $_____Per hour $_____Per week

Specify reason for termination_____

_____

_____

_____

Name:

EMPLOYMENT HISTORY (List only employment from date of J.V.S. Entrance)

Name of Employer:_____

Address:_____

Dates: From_____To_____

Specify exact duties performed:_____

_____

_____

Number of hours per week worked regularly_____

Wages: $_____per hour $_____per week

Specify reason for termination_____

_____

_____

_____

Group No:_____

Date:_____

Observer:_____

OBSERVER'S RECORD SHEET

	MEMBERS NAME												
1. Initiates new topic or starts group action													
2. Asks questions, advice or opinion of leader													
3. Asks questions, advice or opinion ofother participants													
4. Answers questions raised by leader.													
5. Answers questions raised by other participants													
6. Gives advice to other participants													
7. Blocks													
8. States something client <u>can</u> do adequately or well													
9. States something client <u>cannot</u> do adequately.													
10. Expresses positive feelings toward client.													
11. Expresses negative feelings toward client.													
12. States opinion to learder of other participants.													

Note: All but #4 and #5 can be indicated by tally, i.e. llll
#4 and #5 require + = positive.

OBSERVER'S KEY

All ratings except #4 and #5 may be tallied, i.e. 11. Numbers 4 and 5 require + for positive response, - for negative.

1. Initiates group action or new topic: Starts the group action at the beginning of the meeting, or introduces a new subject. Even if new topic is raised in the form of a question.

2. Asks questions, advice or opinion of leader:

3. Asks questions, advice or opinion of other participants:

4. Answers questions raised by leader: Use a + (positive) when participant gives a direct, appropriate answer.
Use a -(negative) when participant avoids an answer.

5. Answers questions raised by other participants: Use a + (positive) when participant gives a direct, appropriate answer.
Use a -(negative) when participant avoids an answer.

6. Gives advice to other participants:

7. Blocks: Interrupts leader or other participants and changes direction of discussion by introducing new subject (or going back to previous discussions) before present problem is solved or present discussion is finished.

8. States something client can do adequately or well:

9. States something client cannot do adequately:

10. Expresses positive feelings toward client: Indication that parent is happy, acceptive of client, satisfied, pleased with client, i.e. "There is such an improvement, he is doing so well."

11. Expresses negative feelings toward client: Indication that parent is disatisfied with client, angry, depressed, i.e. "I just don't know what to do with him, I can't control him."

12. States opinion to leader or other participant: This area is for discussion that does not fall into any of the above categories.

Note: On #10 and #11 expression of feelings should be judged on how parent feels on evening of rating - not on client's background information.

TELEPHONE CONTACT RATING KEY

Did Parent:

1. Indicate that she/he did not want to talk or was reluctant to talk: This can range from mild reluctance to complete rejection.

2. Indicate that she/he did not want to continue in the group:

3. Ask questions: Concerning workshop, client, etc.

4. Offer a report on client spontaneously:

5. Willingly offer information about client in response to question from parent-educator:

6. Refuse to answer questions:

7. Reject suggestions or advice of parent-educator:

8. State something that client can do adequately or well:

9. State something that client cannot do adequately:

10. Express positive feelings toward client: Indication that parent is happy, acceptive of client, satisfied, pleased with client, i.e. "There is such an improvement, he is doing so well."

11. Express negative feelings toward client: Indication that parent is dissatisfied with client, angry, depressed, i.e. "I just don't know what to do with him, I can't control him."

Note: On #10 and #11 expressed feelings should be judged on how parent feels at time of contact--not on client's background information.

Please list and comment on the following questions:

1. What things can your child do well?

2. In what areas do you feel your child could improve?

3. Does he (she) have chores or responsibilities around the house?

4. Does he (she) perform them without being reminded?

5. Does he (she) do the chore well? To what extent must the task be re-done?

6. Do you tell him (her) when the task is well done?

7. Does he (she)get paid an allowance?

Please list and comment on the following questions:

1. What does your child do with his leisure time?

2. What interests or hobbies does he/she have besides T.V. and the radio?

3. If he/she does have outside interests, what does he/she do about them?

4. If he/she doesn't have outside interests, why do you think he/she doesn't?

5. Does he/she pursue these interests alone or with his/her family or his/her friends?

6. Are his/her friends from the workshop or from the community at large?

How do you feel about the eight meetings?

Were they of help to you and your child? If so, how?

What do you think of the workshop program?

What do you think has been the most worthwhile thing you have gotten from these meetings?

Would you be interested in meeting once a month with other parent groups?

GOOD GROOMING

Good grooming and ccurtesy are important factors in getting a job. The man who has pride in his appearance and co-operates with others is more apt to be given more consideration than the other fellow with similar qualifications who is also applying for the same job.

Check yourself daily on the pointers listed below and before long they will help make YOU the man for the job.

GROOMING CHART

	Mon.		Tues.		Wed.		Thurs.		Fri.	
	1	0	1	0	1	0	1	0	1	0
1. I brushed my teeth this morning.										
2. I took a bath or shower within the last 24 hours.										
3. I remembered to use a deodorant.										
4. I had a shave today.										
5. I changed to clean underwear and socks.										
6. I remembered to carry a clean handkerchief.										
7. My shoes are shined and the tops of my socks are fitted properly.										
8. I combed hair and massaged scalp.										

GROOMING CHART--CONTINUED

	Mon.		Tues.		Wed.		Thurs.		Fri.	
	1	0	1	0	1	0	1	0	1	0
9. I got up in time to have a good breakfast.										
10. I remembered to say good morning and thank you.										
11. I got at least six hours sleep last night.										

WEEKLY GROOMING RECORD

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Got a hair cut.					
2. Shampooed Hair					
3. Clipped nails.					
4. Took clothes and shoes to be cleaned and repaired.					
5. Replenished grooming supplies.					

HEALTH CHART

	Mon.		Tues.		Wed.		Thurs.		Fri.	
	1	0	1	0	1	0	1	0	1	0
1. I brushed my teeth this morning.										
2. I took a bath or shower within the last 24 hours.										
3. I remembered to use a deodorant.										
4. I cleaned my nails.										
5. I changed my undies and hose.										
6. I planned my clothes and accessories to match.										
7. My shoes are shined & nylons straight.										
8. My clothes are clean, well pressed & repaired.										
9. I brushed my hair.										
10. I got up in time to have a good breakfast.										
11. Before going out, I checked the mirror for neatness.										

DAILY HEALTH CHART—CONTINUED

	Mon.		Tues.		Wed.		Thurs.		Fri.	
	1	0	1	0	1	0	1	0	1	0
12. I remembered to say good morning, thank you & please.										
13. I got at least 6 hr. sleep last nite.										
WEEKLY GROOMING RECORD										
1. Manicure										
2. Shampoo										
3. Wardrobe Check Up										

LEISURE TIME ACTIVITIES

BOYS AND GIRLS:

(1) Horizon Club --- Many social activities
Time: Every Tuesday and Thursday night 7:30 - 9:30
Place: Goodwill Industries and Milwaukee Christian Center
91st and Fond du Lac
Contact: Mrs. Barbara Blackwell -- 353-6400
Recreation Director, Goodwill Industries.

(2) Milwaukee Public School Recreation Department -- variety of activities

Time: Saturday
Place: Hawthorne Glen, 1130 North 60th
Contact: Milwaukee Public Schools, Recreation Department 476-0325

(3) Jewish Vocational Service --- Friday Night Club
Social Group, Movies, Sports, Variety of Activities

Time: Friday Night 7:30 - 9:45
Place: Jewish Vocational Service
Contact: Miss Ethel Levy 272-1344

(4) U.A.R.C. Saturday Recreation Program --- A social-recreational program: Swimming, bowling, dancing, etc.

Time: Saturday morning 9:00 to 12:00
Place: Jewish Community Center, 1400 North Prospect Avenue
Contact: Miss Ethel Levy 272-1344

(5) U.A.R.C. and County Park --- Camp Wil-O-Way---Social and recreational activities

Time: Monday through Friday 9:00 A.M. - 4:00 P.M. - June through August.
Place: Camp Wil-O-Way -- 115th and Watertown Plank Road
Contact: U.A.R.C. office 272-1344

(6) U.A.R.C. and County Park -- Saturday Recreation Program--variety of Activities.

Time: Saturday 9:00 - 12:30
Place: George Hanson Playground
Contact: Mrs. Cherney Ho 3-1851

(7) Nicolet Achievement Club -- must be accompanied by parent

Time: Sunday morning 11:00 A.M. to 1:00 P.M.
Place: Nicolet High School
Contact: Mr. Eli Tash Fl 2-9609

(8) Y.M.C.A. - West Allis -- Social Activities
Time: Friday 10:30 A.M. - 3:00 P.M.
Place: West Allis Y.M.C.A.
Contact: West Allis Y.M.C.A.

BOYS ONLY

(1) Boy Scouts: Contact: Boy Scouts of America

(a) South Milwaukee Jaycees - Scout troop
(b) Society for Brain Injured Children - Scout troop
(Meets at Jewish Community Center)

(2) Milwaukee Boys Club - Falcon Club - Must be a resident of the area

Time: Weekly
Place: South Side Boys Club
2404 West Rogers EV 3-2650
Contact: Mr. Ray Hager (Club Leader)

(3) Tuesday Boys Club - recreational activity and sports

Time: Tueaday 7:00 P.M. - 9:00 P.M.
Place: Plymouth Congregational Church 2717 East Hampshire
Contact: Mr. Eli Tash, FL 2-9609

GIRLS ONLY:

(1) Y.M.C.A. - Happy Thursday Club

Time: Thursday 7:30 - 9:30 P.M.
Place: Central YWCA, 619 North Jackson Street
Contact: Mrs. Stime, BR 1-4946